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ABSTRACT

An early childhood teacher education program using developmental perspectives as an organizing framework for formulating competencies and interweaving courses and practicum experiences is described. Emphasis is placed on understanding the cognitive and behavioral development of children and their maturation patterns. Included in this document is a comprehensive explanation and analysis of the program and a booklet discussing the philosophy of a pluralistic foundation for training early childhood professionals. An outline of the practicum used in this program is appended as well as evaluation materials for student teachers. (JD)

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Early Childhood Education Program
Division of Curriculum and Instruction
College of Education
The Pennsylvania State University

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Summary

The Early Childhood Education Program, administered by the Division of Curriculum and Instruction, College of Education, results in a certificate to teach nursery through third grade for program graduates.

The ECE faculty elected to use developmental perspectives as an organizing framework for formulating competencies and interweaving courses and practicum experiences in the program. There was convergence of thinking in the ECE field toward three perspectives--cognitive-interactionist, behaviorist, and maturationist--as discriminably different views for program planners. These developmental perspectives became the theoretical base for the ECE Program. Selection of the three perspectives was a deliberate attempt to foster pluralism and diversity in early childhood programs.

Through a series of core courses and experiences occurring during their junior and senior years, students are expected to demonstrate mastery of developmental content and a firm understanding of the process of deriving programming practices from theories of development. Subsequent experiences during these same two years are designed to help students extend programming expertise in relevant subject matter areas.

The basic sequence of courses for the pluralistic approach is as follows: (a) course on child development; (b) course on learning and developmental theories; (c) course on the general principles of deriving programming practices from the three developmental theories paired with an early practicum experience in which students are systematically placed

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in different community programs; (d) series of methods courses in content areas of art, music, physical education and health, language arts, reading, science, social studies, and mathematics in which content area practices derived from the theories are presented, modeled, and analyzed; (e) course on model ECE programs designed to analyze programs to determine if they are consistent with their theoretical orientation; and (f) student teaching experience in which students are placed in two different early childhood settings in order to directly experience alternative approaches to ECE.

The ECE faculty believes multiple orientations to ECE can effectively help preservice teachers choose a workable approach that is a good match with their personal orientations and teaching styles. By grounding students firmly in theory and showing the direct relationship between theory and application, the program highlights the dictum, "There is nothing so practical as good theory."

Early Childhood Education Program
Division of Curriculum and Instruction
College of Education
The Pennsylvania State University

COMPREHENSIVE EXPLANATION AND ANALYSIS

I. Description and Development of the Program

As was the case with several major colleges and universities in the U.S., Penn State began developing an Early Childhood Education Program by building on the expertise of its Elementary Education faculty and employing additional faculty members who had teaching experience and graduate preparation in child development and early education. This procedure was used for two pragmatic reasons. First, it allowed for the wise use of resources already in place; second, it made use of the overlap in training and experience between early education and elementary education. For example, much of what is typically included in the definition of early education -- kindergarten and primary grades -- was already in place in the elementary education program. Early education specialists were recruited to fill the gap and provide expertise in the education of children younger than kindergarten age.

The Early Childhood Education Program which will be described in this report has been approved by the Department of Education, Commonwealth of Pennsylvania, as one that meets state standards. It results in a certificate to teach nursery through third grade for program graduates. The program, as it currently exists, was approved in 1975. The program has been recently evaluated by NCATE and was found to meet, and in many instances to exceed, NCATE standards for teacher preparation programs. Currently, there are approximately

50 students who have declared their intent to pursue the N-3 teaching certificate. This figure represents only those students who have matriculated at the main University Park campus of the University. Most of the College of Education students who are in their Freshman and Sophomore years are located at one of 17 Commonwealth campuses. These students have not yet declared their certification major. In addition, approximately 40 students in the College of Education have declared their intent to pursue the N-3 teaching certificate in addition to some other teaching certificate (these students are referred to as dual certification students and are expected to fulfill program requirements for both certificate programs).

While the original program development effort was built upon the involvement of elementary educators, the ECE Program which has emerged is now a distinctly different professional training program. The philosophical underpinnings for the ECE Program have been extensively described in a major position paper on early childhood education published in Curriculum Inquiry (Appendix A). It was the view of the Penn State ECE faculty that the field of early childhood education had changed so much in the past ten to fifteen years that the traditional means of preservice professional preparation needed reexamination. Part of the reexamination involved the study of current programs and practices in the field. It was determined that the body of literature and descriptive program information that had emerged from the post-Head Start era should be a part of a general core of study of prospective ECE professionals.

The literature supported the notion that the influence of program diversity was potent. We believed that the training of competent

ECE specialists could not be adequately done in programs that attempted to patch traditional views with new ideas. Such a crazy quilt of preservice professional training experience often passes for eclecticism. However, we believed programming for young children had undergone a qualitative reorganization that should be matched by nothing less than a qualitative reorganization of professional preparation programs.

We agreed with others in the field that professional preparation programs should be consistent with the ECE programs in place in the field since these are the ones in which the students will ultimately work. But, it is impossible to predict accurately the program in which an individual will get a job, and, further, professional training programs cannot realistically screen out applicants on the basis of a predetermined ideology. Therefore, we concluded that professional training programs should deliberately foster ideological pluralism. This means that a professional training program should be designed to complement a number of potential job situations. Early childhood programs are diverse in theoretical orientation, and many professionals accept the notion that no one theoretical orientation is best; hence, professional training programs should expand their curricula to provide students with a repertoire of skills clearly articulated with the respective theoretical origins. The underlying assumption at work here is the notion that what a person believes about the nature of development is a crucial variable in being an effective professional.

We recognize that students enter the professional component of their preparation program with a well-established personality pattern and style of interacting with people. We think of this as a student's philosophy. It is expected that students will find that they are in

closer agreement with the tenets of one of the relevant ECE developmental perspectives than of the others. We believe that part of the task of teacher educators involves guiding students to make their own philosophy and developmental perspective explicit and useable.

Professionals are more likely to be confident in embracing a particular developmental perspective if they have had a wide range of experiences with many relevant perspectives and have been helped to analyze each in the light of its unique characteristics, the empirical support for its use as a foundation for programs for young children, and their own view of the nature of learning and development.

The ECE faculty decided to use developmental perspectives as an organizing framework for formulating competencies and interweaving courses and practicum experiences in the ECE Program. Since there was a convergence of thinking in the ECE field toward three developmental perspectives--cognitive-interactionist, behaviorist, and maturationist--as discriminably different views for program planners, the ECE faculty adopted the three developmental perspectives as the theoretical core for the ECE preparation program. The selection of the three different perspectives was a deliberate attempt to foster pluralism and diversity in early childhood programs. It was our belief that teaching cannot be based upon blind faith about the efficiency of an approach, nor on intuition or the momentum of an idea currently on the bandwagon. While a large repertoire of techniques is an asset to teachers, the teacher must know which techniques to select and why. Developmental theory can help teachers to understand children's behaviors. The theories serve as the basis for selection, classification, and evaluation of methods and activities. In short, we saw developmental theory as bringing order to program design and teacher behavior.

II. Objectives and Goals

As described in section I of this report, the ECE Program has an explicit pluralistic foundation. This results in a process, decision-making approach to the training of early childhood professionals. The core courses provide a strong link between the foundation disciplines of anthropology, psychology, and sociology (taken in the first two years) and the realistic demands of professional practice. Through a series of core courses and experiences that occur during the junior and senior years of their program, students are expected to demonstrate mastery of developmental content and a firm understanding of the theory-derived decision-making process. Subsequent experiences during these same two years are designed to help students extend programming expertise in relevant subject matter areas. Thus, students are provided with opportunities for repeated practice in applying the process to content areas.

The basic sequence of courses and experiences that we have found workable in a professional preparation program with a pluralistic foundation is as follows: (a) a course on child development that emphasizes the characteristics of children at different ages and stages; (b) a course on learning and developmental theories as applied to the development of young children; (c) C&S 372: a course on the process of deriving programming practices for young children from three major learning and developmental theories paired with a practicum experience, C&S 211, in which students are systematically placed in different kinds of programs in the community; (d) a series of methods courses and related practicum experiences in the content areas of art, music, physical education and health, language arts

and reading, science, social studies, and mathematics in which programming practices that relate specifically to the given content in the theoretical orientation of the three major developmental theories are presented, modeled, and analyzed; (e) C&S 472: a course on model programs in early childhood that focuses on the students' ability to analyze "real" programs across a set of common variables for the purpose of determining if programs are consistent with their theoretical orientation (this course also provides a logical opportunity to discuss the essential differences between the flexibility inherent in interpretations about program practices as derived from theory and eclecticism); and (f) C&S 402: a student teaching experience in which students are placed in two different early childhood settings at the same time. In the student teaching program specific sets of competencies that relate to each of the three developmental perspectives are used. Students work simultaneously in two settings that espouse different theoretical foundations.

Courses listed above (C&S 211, 372, 472 and 402) are taught by the ECE faculty. Basic competencies for these core ECE courses are given below.

C&S 211 - Early Practicum (Appendix B)

1. Students begin to develop professional skills and techniques to be used in a variety of supportive ways working with young children.
2. Students identify types of management skills through active participation and simulation in weekly seminars.
3. Students consider commitment to careers in ECE through career planning activities in seminars.

4. Students develop professional attitudes and behaviors with peers and colleagues.
5. Students plan and construct an appropriate learning aid to be used in their placement.

C&S 372 - General ECE Methods

1. The student understands and demonstrates approaches to viewing the teaching processes in ECE from cognitive-interactionist, behavioral analysis, and maturationist developmental perspectives.
2. The student explores teaching procedures and strategies and develops instructional materials designed to match and/or facilitate the growth and learning of young children in group settings; preschool through third grade, based upon cognitive-interactionist, behavioral analysis, and maturationist orientations.
3. The student identifies and demonstrates teaching concepts for the curriculum areas of reading, language arts, mathematics, science, social education, art, music, and movement education from cognitive-interactionist, behavioral analysis, and maturationist perspectives.
4. The student, having demonstrated cognitive-interactionist, behavioral analysis, and maturationist orientations for developing teaching strategies, now utilizes these skills further by planning and developing a comprehensive guide for working with children in groups in classroom settings.

C&S 472 - Model Programs in ECE

1. Student identifies accurate statements and conclusions about current approaches in early childhood education.
2. Student analyzes current approaches to early childhood education.
 - a. generates a list of variables common to early childhood programs
 - b. retrieves topical research and evaluation information on current programs
 - c. builds early childhood program comparison matrix using researched information to describe each program on variables generated (in a)
 - d. compares programs across variables to ascertain discriminable differences in descriptions
3. Student describes personal approach to early childhood indicating aspects of the approach for each variable on the matrix.
4. Student describes current trends in early childhood and presents a contemporary policy statement.

C&S 402 - Student Teaching (Appendix C)

1. Student demonstrates cluster of teaching strategies deemed appropriate for general learning plan of the classroom.
2. Student manages groups of children according to a cluster of criteria.
3. Student demonstrates a variety of planning techniques related to the implementation of the daily program.

4. Student demonstrates planning techniques related to the development of the on-going program.
5. Student uses relevant facts and information in lessons and activities.
6. Student identifies and plans for differences among children in several developmental areas.
7. Student demonstrates ability to mainstream a special child.
8. Student uses a variety of methods to evaluate children's progress.
9. Student relates to children in a variety of supportive ways.
10. Student demonstrates professional behavior in daily activities and relationships with colleagues.
11. Student develops a workable and comprehensive plan for self-evaluation of the experience.
12. Student establishes and/or implements routine situations.
13. Student plans contingency strategies appropriate for classroom for handling typical situations.

III. Personnel

Early Childhood Education Faculty and Staff

With the exception of Professor Trueblood who serves as Coordinator for all teacher certification programs in the Division of C&I, the following individuals teach exclusively in early childhood.

Dr. Carol Cartwright	Associate Professor
Dr. Thomas Yawkey	Associate Professor
Dr. Ellen Marbach	Associate Professor
Dr. Cecil Trueblood	Professor; Coordinator of Undergraduate Programs

Vitae for these four individuals are in Appendix D.

Two graduate assistantships are assigned to the ECE program.

Supporting Faculty in the Division of Curriculum and Instruction

All required subject matter methods courses (e.g. reading, math) include content appropriate for ECE students. Those faculty members listed below have developed special ECE courses or special ECE modules.

Dr. Joseph Zaffaroni - Professor, science methods course designed for ECE majors

Dr. Jane Madsen - Associate Professor, competency modules in children's literature course for ECE

Dr. Eunice Askov - Associate Professor, periodic offering of language development course for ECE majors

Dr. Murry Nelson - Assistant Professor, special social studies content related to ECE in social studies methods course

Bonnie Thompson - Instructor, supervises student teaching experiences for ECE students.

Others

Dr. Thomas Whittaker at the College of St. Hilda - St. Bede in England directs and supervises a special study abroad student teaching program in the British Infant schools.

IV. Budget for ECE Program 1978-79

ECE Salaries*	92,467
ECE Support Staff Salaries	11,500
Wages	2,000
Graduate Assistantship (2)	<u>9,936</u>
Total	\$116,903
Travel	\$ 1,500
Operating Costs (Supplies, Phone, Postage, Instructional Materials)	<u>5,000</u>
	\$123,403

* Excludes any costs except 100% of the salaries for full-time staff on ECE and 20% of Dr. Trueblood who is also the Coordinator for Undergraduate Studies in the Division of Curriculum and Instruction.

External Funding Secured by ECE Faculty 1976-1979

In addition to ECE teaching responsibilities, the ECE faculty have special research interests which are reflected in the following projects.

Cartwright - Co-Director, HICOMP: Early Education for the Handicapped Project 1977-78 and 1978-79, Bureau of Education for the Handicapped, USOE, \$85,000-\$90,000 per year.

Co-Director, Instructional Improvement Grant for EEC 400 & 401, The Pennsylvania State University (Spring Term 1977 - Spring Term 1978).

Co-Investigator, "Careers with Young Children: A Guide to Making Personal Decisions." Membership Action Group Project, funded by NAEYC, (April, 1976 - May, 1977).

Marbach - National Nutrition Foundation 1977-78 - development of N-3 nutrition curriculum materials and teacher training materials.

PA Dept. of Education (PDE) 1978-79 - \$52,000 from PDE (expected to continue each year) for nutrition education dissemination to teachers.

Yawkey - Spencer Foundation, Chicago, Illinois. "An Investigation of the Effects of Symbolic Play on Aural Language Comprehension in Five-Six-and Seven-year-Old Native American Children" (Jan. 1977, pps. 1-90, Technical Report). \$5,000.

U.S. Dept. of Agriculture through U.W. - Madison Administered EFNEP funds (with J. Voichick, UW - Madison - "An Investigation of Three Types of Training for Child Development Paraprofessionals Involved in Improving Parenting Strategies Through Interaction with Parents and Children: An Intervention Study. \$50,000 1975-76.

"An Investigation of The Effects of Imaginative Play on Selected Intellectual Abilities in Five-Year-Old Children: A Neo-Cognitive Perspective." Economy Company Learner Verification Section, Economy Company, Educational Publisher, Oklahoma City, OK (Technical Report, October 1978, pps. 1-40). \$4,400.

V. Contributions to the Improvement of Teacher Education

The Early Childhood Education Program makes a number of sound contributions to the growing body of knowledge about preparing personnel to work with young children. The ECE Program is grounded on a solid base of child development information and developmental theories. The ECE students receive sound theoretical bases, understandings, skills, and attitudes about the growth and development of children from birth through age eight-nine years. This program is considered somewhat unique among preparation programs for early childhood educators because it advocates a theory-derived approach to programming for young children rather than the more typical use of theory as a rationale for previously established ECE practices. The approach of teaching the general principles of deriving program practices from developmental theory is especially well suited to a University setting in which inter-College and interdisciplinary work may flourish. Such an approach is possible when developmental psychologists and educators cooperate and view each other's contributions as essential to the overall quality of the program.

The three faculty members directly in charge of the Early Childhood Education Program have demonstrated applications of cognitive-interactionist, behaviorist and maturationist orientations to learning and development of young children. These three orientations form the pluralistic foundation for the early childhood teacher training. Advocating careful analysis of several viable alternatives for ECE programming rather than recommending the single orientation which happens to be the bias of the faculty represents another advance in ECE preparation. Since research has documented that young children learn and grow in different ways, with no single approach emerging as

"best," multiple orientations to ECE can more effectively help the preservice teacher analyze and choose a workable approach that is a good match with his/her personal orientation and teaching style. By grounding students firmly in theory and showing the direct relationship between theory and application, the program highlights the dictum, "There is nothing so practical as good theory."

Together with an ECE general methods course, ECE students take practicum courses early in their program. These field experiences allow them to directly observe and participate in programs for children exemplifying the three orientations. The students are closely supervised, and the early childhood practicum provides an effective screening mechanism for those students who fail to achieve expected competencies and are judged to need additional experience with young children. The seminar that accompanies the early practicum includes a component on career planning which enables students to become aware of alternative careers involving young children and families. The contribution to teacher education in this aspect of the program is that preservice personnel directly experience work with young children early in their careers. Some find that they do not have the capabilities to work with children in this age range and cannot effectively or efficiently plan for children using any of the three developmental perspectives. With appropriate support from academic advisors and practicum supervisors, these students often change their career goals. The career planning component of the seminar allows them to see ways of fulfilling an interest in children without directly working with children.

The Early Childhood Education Program is competency based. This means that specific understandings and skills for preservice teachers are

identified and made explicit. Students, in turn, are provided with experiences and opportunities to display mastery of the competencies. The competencies are about curriculum planning, methodology and teaching skills in the four domains of development: intellectual, social, emotional and motor. The teaching behaviors and products are closely examined through observational methods and rating scales in methods, practicum and student teaching courses. Recycling mechanisms are built into the system to provide additional practice for those students who do not meet specified criteria for performance. The ECE Program, as a competency based approach, requires specific levels of performance, yet provides for students who do not initially meet criteria through recycling.

In addition to the series of early practicum experiences with young children, ECE students complete a full-time student teaching program. This experience is aimed at refining and polishing teaching abilities in working with young children. During the student teaching experience, the preservice early childhood educators are encouraged to reach a decision as to which developmental theory orientation best suits them. This approach helps the students rationally determine which developmental perspective they will use to view the young child in their future work. In turn, this provides a strong position from which to develop curriculum and teaching strategies. The program goal is to assist students to determine the "best fit" between themselves and the developmental perspectives at the preservice level. It has been our experience that many early childhood teachers do not gain such a perspective until after graduation when they may make such a discovery through trial and error. Essentially, the Penn State view

of ECE preparation is that a "bag-of-tricks" approach to teaching is bankrupt. Instead, ECE students are provided with a consistent and congruent set of planned experiences, which are competency based, in which cognitive-interactionist, behaviorist, and maturationist theories of learning and development are used to derive applications, and where the ECE trainee ultimately decides how he/she will teach and why he or she teaches that way.

Finally, the ECE Program contributes to teacher education in its view of University and community interactions. The community-based ECE programs are not regarded as distinct and separate entities with little in common with the University program. Rather, these community programs are viewed as a rich resource for information and experiences about the various approaches to early childhood programming in action. Since the program has a pluralistic orientation and values many approaches, all quality community programs are potentially useable as field sites. Teachers in these programs have participated in the development of competencies and are viewed by the ECE faculty as colleagues in the teacher preparation program.

To summarize, contributions to improving teacher education evident in the Early Childhood Education Program are as follows:

1. The program advocates a theory-derived rather than a theory-rationalized approach to ECE and this approach encourages interdisciplinary work.
2. The program has explicit pluralistic foundations; no faculty member advocates his or her personal bias toward ECE.
3. Early field experiences are linked with special career planning experiences.

4. The program is competency based with opportunities for recycling to reach mastery.
5. The student teaching experience includes the goal of assisting ECE students in reaching a decision as to which developmental perspective is a good match for them.
6. The program views community ECE programs as a rich resource to exemplify the pluralistic foundation of the program.

VI. Evaluation Methods and Results

There are a number of evaluation methods employed to assess the ECE Program. Both formative and summative types of evaluation have been used to assess program effectiveness.

The demand for graduating Penn State ECE students is very high even though we are in the midst of a general employment decline in teacher education. The ECE Program has the highest employment rate of all the teacher certification specialties in the Division of Curriculum and Instruction. Most recent data indicate that 97% of newly graduated ECE students who desire positions are employed three to five months after graduation.

Secondly, Head Start programs, day care centers, and public and private schools in the areas surrounding the University campus desire to have ECE practicum students and student teachers participate in their programs. They actively request student placements. Some have decided not to allow students from any other programs to participate in their setting in order to give multiple opportunities to the ECE students.

The sense of professional collegiality among the ECE students is very strong. They are vocal about their feelings of confidence when they master competencies and reach the high standards in the program. They desire to be in the program because of its reputation for rigorous scholarship. Approximately one-half of the students currently enrolled in the ECE Program frequently achieve the Dean's List honor.

Informal and formal student feedback on the ECE courses and practicum experiences are important formative evaluation data as are the quality and quantity of learning achieved by the students. The data sources are course ratings, letters from students, faculty reports, and informal conversation with students in the program.

The respect of the immediate and extended community for the ECE Program can also be measured by the frequency of consulting and requests for professional service from the ECE faculty from various community agencies, schools, and service units within and outside of Pennsylvania. The continuing nature of these service contacts is an especially important indicator of the regard for faculty contributions.

The selection of papers describing various aspects of the Penn State ECE Program for publication in refereed journals and for presentation at national meetings such as those of the American Educational Research Association is another indicator of program effectiveness.

A substantial amount of quantifiable information on long-term effects of the program is not yet available. The program developers recognize that this is an important next step in documenting program effectiveness. While we do not yet have adequate information on long-term program benefits, there are many things we do know about the program. We know that students have achieved the program's goals by the time they graduate. We know that some students have been helped to find other, more appropriate, alternatives for their interest in children and families. We know that program graduates are highly regarded by prospective employers. We know that students feel a strong sense of professional commitment to the field of early childhood education. We know that the conceptualization of the program is highly regarded by early childhood specialists in other programs and settings. We know that the work of the faculty is of high quality. We know that there is a commitment to continual refinement of the program as new data are obtained.

Appendix A

A Pluralistic Foundation for Training Early Childhood Professionals

JUDITH W. SEAVER and CAROL A. CARTWRIGHT
The Pennsylvania State University

The decade of the 1960s was a period of enormous expansion in the number and kind of services offered to children in the United States. Spurred by psychological research contending that early experience affects intelligence, Head Start was conceived and implemented as a means of serving young children and interrupting the cycle of poverty for many families. Private nursery schools, play groups, and parent cooperatives increased in number as more parents became convinced of the advantages of early education. Many parents desired Montessori experiences for their children, thus influencing the spread of Montessori programs throughout the country.

Policy makers at both state and local levels sensed the growing concern with the education of young children and acted to improve the availability of public school kindergarten programs. Day care programs increased and moved from emphasis on custodial to developmental care, thus providing yet another vehicle for delivering educational services to young children. Trends in both the public and private sectors led to a considerable increase in both the number and kind of programs available for young children. Much of the psychological research that served as the impetus for the renewal of interest in early childhood programs in the United States has wide applicability and has served similar purposes for educators in other countries.

The history of Head Start is well documented and is not repeated here (Evans 1971, 1975; Horowitz and Paden 1973; Rivlin and Timpane 1975). Objective discussions of the beginning of Head Start generally do not

This article was extensively reviewed by our Penn State colleagues, Professors Dale Harris, Edmund Short, and G. Phillip Cartwright. We appreciate their contributions. The order in which the authors are listed is arbitrary; this effort was collaborative in every way, and the listing does not indicate major and minor responsibility.

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capture the excitement and enthusiasm that accompanied the design and implementation of a diverse number of promising programs for young children. In fact, there was so much diversity that it became obvious that questions about the efficacy of early intervention would be difficult to answer clearly and concisely. *Planned-variation studies*, in both Head Start and Follow Through, were organized to compare selected program models systematically (Bissell 1973). These model programs have been extensively described and discussed in the early childhood literature (for example, Parker 1972; Spodek 1973; Harms 1974; Evans 1975) and have become a rich resource for all early childhood educators. Early interpretations of the planned-variation data were directed at identifying the "best" program model. Subsequent and perhaps more pragmatic uses of the evaluation data were directed at delineating and appreciating the unique contributions of model programs relative to the characteristics and needs of the children to be served.

The movement toward the acceptance of the value of program diversity in place of the zealous search for the best or universally appropriate method is an important step toward bringing order to the rapidly growing field of early childhood education. As a result, diversity is now a reality in early childhood programs. In some cases, the diversity has been deliberately planned; in others, it has occurred somewhat unintentionally as professionals incorporated new ideas and selected components of model programs into existing ones.

In contrast to the brouhaha surrounding Head Start, the 1970s seem to be a time for a more mature and careful consideration of the successes of the past and for less ambitious, more focused proposals. As Evans aptly summarizes: "Regardless of the past, we are now well into a period of consolidation, introspection, and more critical examination of the premises, intents, and procedures of early intervention programs" (1975, p. 9).

Efforts to organize and understand the various model programs of the Head Start era are typical of the consolidating work currently being done in early childhood education. As a means of highlighting the similarities and differences among established model programs, a number of comparison schemes have been proposed that categorize programs according to the dominant theoretical view of development that underpins the curriculum (Weikart 1972; Branche and Overly 1973; Klein 1973). There is widespread acceptance of developmental theory as a basis for discriminating critical differences among early childhood programs (Evans 1971; Mayer 1971; Sigel 1972; Fein and Clarke-Stewart 1973). Despite the fact that many model programs subscribe to several theories as a means of fully explicating operating procedures, efforts to specify the dominant theoretical positions of individual models have produced consensus in the placement of programs in *behaviorist*, *cognitive*, and *maturational* theoretical categories. Sophisticated categorization schemes that consider a number of relevant variables such as the "educational mapping" approach of Fein and Clarke-Stewart (1973) graphically capture the presence of dominant and contributory theoretical viewpoints in a single program. Further elaboration of the relationship between theoretical orientation and educa-

tional practice has appeared in several sources (Dowley and Bromwich 1972; *Early Childhood* 1972; McCandless and Evans 1973; DeVries 19874). Given that program curricula can be distinguished according to their dominant theoretical orientation and prescribed programming practices, it is time to consider the question of preparing professionals to work in diverse settings.

The field of early childhood education has changed so much in the past ten to fifteen years that the traditional means of preservice professional¹ preparation bear reexamination. Part of the reexamination of early childhood professional training logically involves the study of current programs and practices in the field. The body of literature and descriptive program information that emerged from the recent federal and socially inspired efforts directed at young children should be part of a general core of study for future early childhood professionals. The literature supports the notion that the influence of program diversity is potent. Therefore, it seems necessary to redesign the existing programs for preparing professionals in the area of early childhood.

We believe that the training of competent care givers of young children cannot be adequately done in programs that attempt to patch traditional views with new ideas. Such a crazy quilt of preservice professional training experiences often passes for eclecticism. However, programming for young children has undergone a qualitative reorganization that should be matched by nothing less than a qualitative reorganization of programs to train early childhood professionals. Gathering together selections of old and new practices is not likely to produce a marketable blend of training experiences. Spodek addresses the problem of relating preparation programs to the ongoing programs for young children. In his view:

Just as there are variations in programs of early childhood education, there need to be variations in programs of teacher education. Not only would the particular ideology of the program of a teacher education institution need to be considered in designing such programs, but the particular model of early childhood education for which the teacher is being prepared would also need to be considered. Programs of teacher education would need to be consistent in educational view with the programs of childhood education to which they would be related. [1975, p. 173]

Spodek proposes that preparation programs be consistent with the kind of early childhood program in which the individual will ultimately work. Although this approach seems reasonable, in our view it is too narrow, because it is impossible to predict accurately the program in which an individual will get a job, and professional training programs cannot realistically screen out applicants on the basis of a predetermined ideology. Therefore we believe that professional training programs should deliberately foster ideological pluralism.

The implication of these views is that a professional training program should be designed to complement a number of potential job situations. Early childhood programs are diverse in theoretical orientation, and many professionals accept the notion that no one theoretical orientation is

best; hence professional training programs should expand their curricula to provide students with a repertoire of skills clearly articulated with their respective theoretical origins. More important, and much more critical to the idea that training must be designed to foster diverse repertoires of professional skills, is the notion that what a person believes about the nature of development is a crucial variable in his being an effective professional (Coombs, Avila, and Purkey 1971; Seaberg 1974).

We recognize that students enter the professional component of their preparation program with a well-established personality pattern and style of interacting with people. It is expected that students will find that they are in closer agreement with the tenets of one of the developmental perspectives than of the others. Students can be viewed as consumers of early childhood information; as such, they need a comprehensive framework to use in the analysis and evaluation of all program practices, not just those to which they have become accustomed. In addition, part of the task of teacher educators involves guiding students to make their own philosophy and developmental perspective explicit and usable for early childhood care giving and program planning. Professionals are more likely to be confident in embracing a particular developmental perspective if they have had a wide range of experiences with many relevant perspectives and have been helped to analyze each in the light of its unique characteristics, the empirical support for its use as a foundation for programs for young children, and their own view of the nature of man. We maintain that professionals will be more successful if they are helped to make their personal beliefs explicit and, therefore, more readily subjected to analysis and strengthening or revising.

We recommend that educators who prepare early childhood professionals consider using developmental perspectives as an organizing framework for formulating competence and interweaving courses and curriculum offerings in early childhood preparation programs. Three major developmental perspectives suitable for this purpose are described in the next section. The three developmental perspectives are treated, for purposes of clarity and example, as if each were a discrete, self-contained hierarchy of philosophy, theory, and practice. As discrete perspectives on development the principles and assumptions of each are clear and unambiguous. The use of parallel descriptive formats allows the more advanced professional to survey the content of the three perspectives simultaneously and consider the implications of overlap at any or all points.

The choice of three developmental perspectives is a deliberate attempt to foster pluralism and diversity in early childhood programs. The state of research knowledge at this time provides no clear signals to justify adopting any one of the three perspectives to the exclusion of the other two. Much in current programming practice demands knowledge of one or more theoretical perspectives to understand existing practice in a single program fully. Neither theoretical principles nor current programming practices can offer a single "vision" to those looking for guidance in preparing early childhood professionals. We are arguing that a pluralistic

philosophy for professional training programs will provide a comprehensive foundation that is both flexible and pragmatic.

Philosophy, Theory, and Practice

A *philosophy* is commonly regarded as a perspective on the world and the nature of man (Langer 1969). A *theory*, a developmental theory in particular, is a set of related principles that explain or predict the course of man's development (Reese and Overton 1970); early childhood professionals are most familiar with developmental theories and principles of learning that apply from infancy to adolescence. A *program practice* is a set of activities provided for children that are deliberately constructed to foster development along cognitive, social, emotional, or psychomotor lines. That there is a conceptual hierarchy relating philosophy, theory, and practice seems obvious. However, in real life, the connections are often blurred, with the result that programs lack conceptual consistency and professionals find it difficult to show how a program practice is consistent with theoretical assumptions and in turn compatible with a related philosophical viewpoint.

THEORY AND PRACTICE

The need for consistency between theory and practice is recognized by many. Theory can be used in two basic ways in relation to practice: (a) to rationalize particular programming practices, indicating that practice or action preceded the search for theoretical explanation, or (b) to derive practice, indicating that practice is an outgrowth of theoretical explanation. In our view, the order of the relationship between theory and practice is critical. For us, conceptual consistency exists when a set of program practices is derived from theory. The process of inferring program practice from theory is illustrated in figure 1. Deriving practice from theory maximizes the possibility of the existence of conceptual consistency but does not guarantee identical programming practices for all who start with the same theory. Derivation is a process that can result in dissimilar practices that are nevertheless consistent with the theory. Programming practice interpretations derived from theory are judged authentic by the collective weight of professional opinion and the lucidity of explanation provided by the individual interpreter.

All programming practices represent an interpretation of theory. However, not all practices are necessarily derived from theory. We consider derivation the critical process and subsume individual interpretation in the term.

The following remarks by Cogan are illustrative of what occurs when there is no conceptual consistency between theory and practice:

Only a clinical supervisor who spends much of his working life in classrooms observing teachers can tell of the incredible blunders made by school teachers

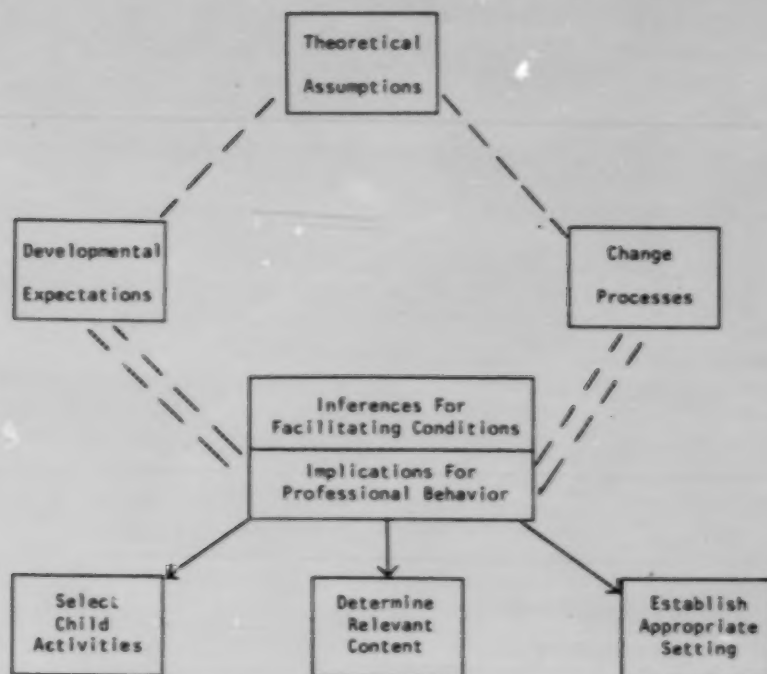


Figure 1 / Steps in determining practice from theory.

naïve in theory and research when they put into motion ideas like behavior modification, "open" teaching, confrontation techniques, role playing, the nurturance of creativity, and jurisprudential and "Socratic" teaching. [1975, p. 218]

Thus Cogan argues strongly for the derivation of program practices from theory:

Competence in theory and research is both a balance wheel and a navigational aid to the teacher in a time of rapid change. This change appears at first glance to be technological, but it is much more fundamentally related to the processes of testing the new methods of teaching and the new teacher-pupil and teacher-pupil-machine relationships that characterize emergent modes of instruction. . . . Without the stabilizing and orienting power of theory and research, the teacher's (and administrator's) common response to innovation is to ride with each new idea as though it were a new style—getting on and off the bandwagon as the popularity of the style waxes and wanes. [1975, pp. 213-14]

At this point, it sounds as if we have placed the blame for failure to achieve conceptual consistency on field-based professionals. But the integration of theory and practice is not totally their responsibility. DeVries suggests that at least some of the responsibility is in the hands of the theoreticians when she states, "The time is long overdue for educators to use the theories and methods of behavioral science in their approach to

developing and evaluating curriculum objectives and teaching methods. The time is also long overdue for behavioral scientists to be more concerned with practical applications of their science" (1974, 36).

In our view, the burden of ensuring conceptual consistency rests neither with the field-based professionals nor with the behavioral scientists but is squarely on the shoulders of the educators who prepare early childhood specialists. As architects of training experiences, these educators should be encouraged to design and model the use of conceptually consistent theories and program practices, thus providing a strong orientation to the use of developmental perspectives as an organizer for early childhood programs.

In summary, we contend that there should be a conceptual link between theory and practice and the link should be explicit. If the educators responsible for training early childhood specialists have done their job, the teachers and care givers, as the primary program designers, can execute their responsibilities of forging the link. Care giving cannot be based on blind faith about the efficiency of an approach or on intuition or the momentum of an idea currently on the bandwagon. Although a large repertoire of techniques is clearly an asset, the professional must know which techniques to select and why. Developmental theories can and do help professionals to understand and influence a child's behavior. Theories serve as the basis for selection, classification, and evaluation of methods and activities. In short, developmental theories bring order to program design and professional behavior and provide the intellectual content for professional training programs.

PHILOSOPHY: THE MISSING PIECE

Less obvious and probably less well recognized is the hierarchical relationship that philosophy has to theory and practice. Clearly, theory and practice are derived from philosophy; but often philosophy remains an unknown or implicit part of the conceptual linkage for those who design and implement professional preparation programs for early childhood specialists. The partial cause of this is that, for most of us, philosophy is part of our belief or value system; it is part of an implicit unarticulated foundation for our behavior. When asked, we can describe general aims and goals for development. What is often unstated is that the choice of *which* goals and aims is a function of personal values. Although we can talk reasonably about a logical conceptual linkage among philosophy, theory, and practice, we ignore the fact that our initial entry point—philosophy—is a subjective choice. Kohlberg and Mayer term this personal choice of goals an educational ideology:

In addition to theoretical assumptions about how children learn or develop (the psychological theory component), educational ideologies include value assumptions about what is educationally good or worthwhile. To call a pattern of educational thought an ideology is to indicate it is a fairly systematic combination of a theory about psychological and social fact with a set of value principles. [1972, pp. 463-464]

In further support of this subjective relationship of practice to philosophy, Spodek says:

To view early childhood programs as reflective of a view of man rather than simply as reflective of a psychological theory is to view each education program as an extension of an ideology. Educational programs differ not only in a technical sense, but also in an essential moral sense. While most educational programs share some goals, the differences in goals that exist are based upon value preferences. Even the choice of means for achieving common goals may suggest a moral act. [1975, p. 16]

Professionals' beliefs about children, teaching, and learning make a difference in how they behave with children. Even beliefs that are implicit influence teachers and care givers. We maintain that early childhood professionals will be more effective if they are helped to make their personal beliefs explicit. To focus the training of professionals on skills and methods ignores, first, the overriding implications of the individual's personal belief system. Second, it ignores the process of the derivation of program practices that must proceed from the entry point of philosophy to related theory families and, finally, to related program practices.

Weikart approaches the issue of conceptual consistency in a different way. As the following comment indicates, he believes, as we do, that the teacher's beliefs and related program decisions are crucial determinants of practices and interactions with children:

The curriculum is for the teacher, not the child. The primary role of curriculum is: (1) to focus the energy of the teacher on a systematic effort to help the individual child to learn; (2) to provide a rational and integrated base for deciding which activities to include and which to omit; and (3) to provide criteria for others to judge program effectiveness, so that the teacher may be adequately supervised. The successful curriculum is one that permits this structuring of the teacher to guide her in the task of adapting the theory she is applying to the actual behavior of the children. [1972, pp. 40-41]

In these remarks, Weikart argues indirectly for a theory foundation that can be the basis for professional decision making. Each teacher may bring a slightly different interpretation to the decision, but it is implied that the character of the interpretation will be consistent over time.

CONCEPTUAL CONSISTENCY

Since philosophy is the entry point in the hierarchy, the subjective values of an individual establish a particular hierarchy of philosophy, theory, and practice. This section briefly describes three major conceptual hierarchies that are relevant for educators concerned with the training of early childhood specialists.

The choice of only three conceptual hierarchies is not arbitrary. The literature strongly supports and provides ample resources for delineating the nature of the relationship among the levels for each of three dominant conceptual hierarchies. The terminology used to label each of the levels of

Table 1 / Matrix of Philosophy, Theory, and Practice

	Hierarchy X: <i>Man is a product of his biology.</i>	Hierarchy Y: <i>Man is a product of his environment.</i>	Hierarchy Z: <i>Man is a product of his own design.</i>
Philosophy	Romantic Psychoanalytic	Cultural transmission Mechanistic	Progressive Organismic
Theory families	Maturation theory (Gesell) Psychoanalytic (Freud)	Behaviorism (Skinner) Social learning theory (Bandura and Gewirtz)	Cognitive theory (Piaget) Cognitive-developmental view (Kohlberg)
Practice	Programs such as Bank Street, Guidance Nursery School, Minnesota Laboratory Nursery School	Programs such as Engelmann-Becker, PEP, Behavior Analysis	Programs such as Cognitively Oriented Curriculum, Lavatelli Early Childhood Curriculum, Kamii's Piaget-based curriculum

the hierarchies in the literature varies somewhat. We have chosen some commonly used terms that are familiar to most readers.

Table 1 presents a matrix of philosophy, theory, and practice for each of the three conceptual hierarchies, which parallel each other at each level. The next section describes specifics in each hierarchy.

Hierarchy X: Man Is a Product of His Biology

Philosophy. The model of man suggested by this hierarchy postulates that the same factors in man that influence his biological development also operate to determine his psychological development. Man comes equipped with innate, predetermined patterns of behavior that are accompanied by internal, regulatory mechanisms. This view is essentially genetic predeterminism. The related psychoanalytic view of man is concerned primarily with his inner feelings and thoughts. The psychoanalytic thesis, more precisely, is that "*man is a conflicted being who is driven to action and growth both by his own passions or instincts and by external demands*" (Langer 1969, p. 10).

Kohlberg and Mayer's ideological interpretation of the psychoanalytic thesis recognizes and describes the emphasis on the inner self:

Romantic educational ideology springs not only from a maturational psychology, but from an existentialist or phenomenological epistemology, defining knowledge and reality as referring to the immediate inner experience of the self. Knowledge or truth in the romantic epistemology is self-awareness or self-insight, a form of truth with emotional as well as intellectual components. As this form of truth extends beyond the self, it is through sympathetic understanding of humans and natural beings as other "selves." [1972, p. 460]

When man is viewed as a product of his biology, development is predetermined, and maturation occurs as a function of time. The impetus for development is basically internal. Given nurturing environments, the biological potential of the individual will be realized.

Theory families. There are at least two theories that have been fully articulated in the psychoanalytic-romantic world view. The maturation-nativist theory of Gesell et al. (1940) emphasizes the whole child and sees developmental change occurring as a result of the natural unfolding and maturing of physiological structures. Ages are comparable with route markers along the predictable highway of development. Each age is characterized by certain personality patterns and skill accomplishments. The child moves from one stage to another at his point of "readiness."

The psychoanalytic theory of Freud postulates a stage structure that is related to the maturation of the child's age and reality comprehension, paralleled by the movement of the child through predicted stages of psychosocial development (Baldwin 1967). Theoretical constructs of personality development, emotions, and self concept are key concepts in understanding the development of the child.

The theories of Gesell and Freud are both compatible with the world view of man as a biological being. Gesell emphasizes a genetically programmed sequence of stages focusing on developmental congruence (Caldwell and Richmond 1967). Freud, in contrast, hypothesizes a primary role for feelings and emotions that have a biological basis, and he constructs a developmental sequence based almost solely on the resolution of internal conflicts at various stages.

Program practices. The terms *traditional* and *developmental* are frequently used to refer to programming practices derived from theory families in Hierarchy X. Although the programming practices described in this section are accurate examples of the traditional practices described in much of the early childhood literature, the reader should note that we use the term *developmental* as a broad descriptor of all programming practices, not solely as a synonym for Hierarchy X derived practices. Program practices derived from Gesellian and Freudian theoretical views tend to focus on the stage-patterned process of development and the healthy resolution of conflicts. Practices consistent with Gesell's theory place the child in a situation that optimizes the opportunity for development to progress in the child's predetermined pattern. The child initiates his own activities, choosing what he will do, when, and how long. A fair degree of freedom is accorded the child because it is assumed that he naturally gravitates toward activities that are most appropriate for his level of development. The responsibilities of the care givers are to become familiar with age-related behavior and experience and to ensure that appropriate materials and activities are available for the child. The adult "operates around" the child, providing a warm, stimulating nutrient environment in which development flourishes.

Practices consistent with the psychoanalytic assumptions of Freud focus on a clinical teaching style in which the care giver promotes self-esteem, expression of feelings, and healthy resolution of conflict situations

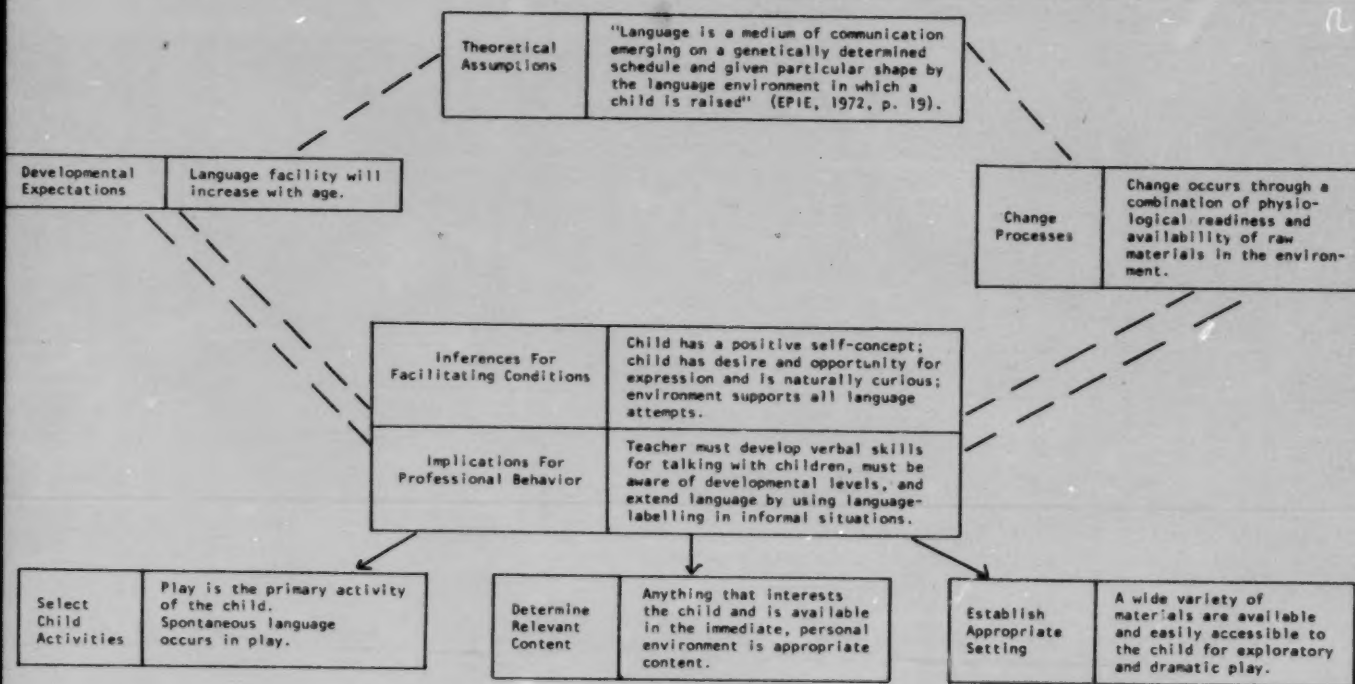


Figure 2 / An example of the theory-practice derivation process for Hierarchy X.

such as fights and tantrums. Interpersonal social and emotional support is provided by adults for children.

Let us now illustrate the derivation process. We have chosen the general area of language development for the examples. Specific program practices for Hierarchy X have been drawn from the Bank Street program (Biber, Shapiro, and Wickens 1971), the Guidance Nursery School (Pitcher and Ames 1975), the Minnesota Laboratory Nursery School (Moore and Kilmer 1973), and related programs.

These are working examples of early childhood programs which prescribe a clinical teaching style and which define an adult role consistent with Gesellian theory. Although not always overtly subscribing to Freudian theory, much of what the care giver does in helping children resolve crisis situations is indicative of an interpersonal support style that promotes self-esteem and builds self concept.

Information about program practices and theoretical assumptions related to language development as viewed from the perspective of Hierarchy X is given in figure 2. The overall hierarchy of the psychoanalytic world view, Gesellian and Freudian theory, and the collective program practices is clearly internally consistent. Certainly, different interpretations, practical applications, and program goals change the visible form of each level of the hierarchy. Nevertheless, the view of man represented by the romantic-psychoanalytic world view permeates the entire hierarchy.

Hierarchy Y: Man Is a Product of His Environment

Philosophy. In sharp contrast to the biologically predetermined model of man represented in the psychoanalytic view is the mechanistic view of man, which ascribes to environment the major role in shaping his destiny: "At the core of this perspective is the thesis that *man grows to be what he is made to be by his environment*" (Langer 1969, p. 4). The initial behavior of the child is conceived to be random and purposeless. Environment provides the structure for man's behavior, so that ultimately he becomes a product of the idiosyncratic stimulus situations and reinforcing elements of his particular environment.

Broadly defining environment as the collection of knowledge, skills, and social and moral rules of the culture, Kohlberg and Mayer (1972) state that from this viewpoint, "Education is the transmission of the culturally given" (p. 453). Their cultural transmission ideology neatly captures the values implicit in this view that enable proponents to shape the nature of man.

When man is viewed as a product of his environment, development occurs as patterns of behavior are acquired from the environment. It follows then that those who seek to manipulate the environment must ultimately accept the responsibility for the outcome of development.

Theory Families. Theories derived from the mechanistic world view discard emotionality, feelings, and inner states and focus instead on overt, visible acts and behavior. The basic building block of these learning

theories is the stimulus-response (S-R) unit, with both components of the S-R unit capable of being operationally defined:

This view is sometimes called the "black box" approach. If we came upon a mysterious black box with various appendages that acted and behaved and responded to stimuli, we might watch it carefully, put it into different sorts of experimental situations, and finally develop a theory about the mechanism inside the box that would explain its reactions. Or, we might be content with writing down a set of empirical laws that related properties of the situation to the characteristics of the response. The advantage of the black box strategy is that we are not tempted to attribute to the box any of the subjective feelings and thoughts that we ourselves experience. [Baldwin 1967, p. 392]

Commonly referred to as behaviorism, this point of view portrays development as an accumulation, in linear fashion, of new skills. Learning is observable, countable, and measurable. Complex learning arises from chained sequences of simple-order learning. A response is established when reinforcement is keyed to performance; hence, learning is operant. Theorists such as Skinner, Bijou, and Baer take a fundamental approach to development, postulating that the conditioned reflex is the underlying mechanism. For them, respondent and operant conditioning serve as fundamental explanations of the acquisition and modification of all behavior (Langer 1969).

Another approach in the mechanistic mold is social learning theory. Postulating the mechanisms of identification and modeling, social learning theory focuses on the acquisition and modification of social behavior. Bandura (1969) and Gewirtz (1969) have written extensively to explicate this social learning approach, which some feel has made behaviorism more flexible and more congruent with certain observable "realities" of development.

Behaviorism sets forth the mechanisms of learning independent of content. But behaviorists are not divorced from ideology. The content of the S-R unit is always a subset of the larger general culture. The specifics that are learned, or more accurately that are taught through these mechanisms, are a result of a value judgement on the part of theorist and practitioner.

Program practice. Program practice derived from behaviorist theory is built on the assumption that the curriculum planner should decide what the child is to learn. Judgment and personal values are critical in determining the content of learning and the nature of the experiences in which the child participates. For example, these statements were made in reference to programming consistent with a behaviorist view:

1. "Although children develop in many ways under the influence of forces in the general environment, development can be specifically enhanced through preplanned sequences of lessons given on adult initiative and utilizing high selected and structured materials" (*Early Childhood* 1972, p. 26).
2. "A child can be taught practically anything, as long as his instructor

takes the time to build up the response patterns (from simple to complex) that are required" (*Early Childhood* 1972, p. 24).

3. "The premise from which all the procedures derive—either directly or indirectly—is that the teacher is responsible for the learning and performance of the children" (Engelmann 1969, p. 39).

Teachers and care givers in this viewpoint have sometimes been referred to as "environmental engineers." If they take a behaviorist position, the primary means of effecting change or learning for the child is through environmental manipulation. One could say that the adult "operates on" the child. It is the adult who specifies the desired changes that the child undergoes, arranges activities that result in these changes, and reinforces them. The child is seen as a responder to his environment. In all these actions, the child's role is really essentially passive. The child responds to stimuli, absorbs information, and is reinforced for certain behavior. When he does these things, he is said to have learned.

Paralleling the approach used in discussing Hierarchy X, examples of the theory-practice derivation process for Hierarchy Y are provided. Examples are drawn from the Engelmann-Becker model program (Bereiter and Engelmann 1966, Chow and Elmore 1973), the Primary Education Project (Resnick 1967), Bushell's Behavior Analysis program (Chow and Elmore 1973, Spodek 1973), and other related early childhood programs.

These programs are grouped together because all use a structured pedagogy. The teacher's behavior is premeditated and purposeful. Content is arranged sequentially and presented by direct instruction, with responses systematically reinforced. Teachers may use a commercially prepared curriculum or may individually tailor a curriculum. In either case, the principles of behaviorism are evident. An individual with a behaviorist approach uses environmental manipulation as the primary means of effecting change in the child. Information about program practices and theoretical assumptions related to language development as viewed from the perspective of Hierarchy Y is given in figure 3.

The mechanistic world view, together with related behaviorist theories and program practices, is internally consistent. Because the mechanisms of learning and development are highly operational, the thread of consistency is very obvious from level to level in the hierarchy. Culture and content provide the raw material of learning but do not alter the basic processes of learning, which are thought to be widely applicable to aspects of learning and development.

Hierarchy Z: Man Is a Product of His Own Design

Philosophy. The organismic world view posits man himself as the organizing, formative power in merging environment and heredity in an interactive process. "At the heart of this view is the autogenetic thesis that *man develops to be what he makes himself by his own actions*" (Langer 1969, p. 7). Man develops himself from within, not according to a genetic blueprint or environmental dictates but according to self-organization.

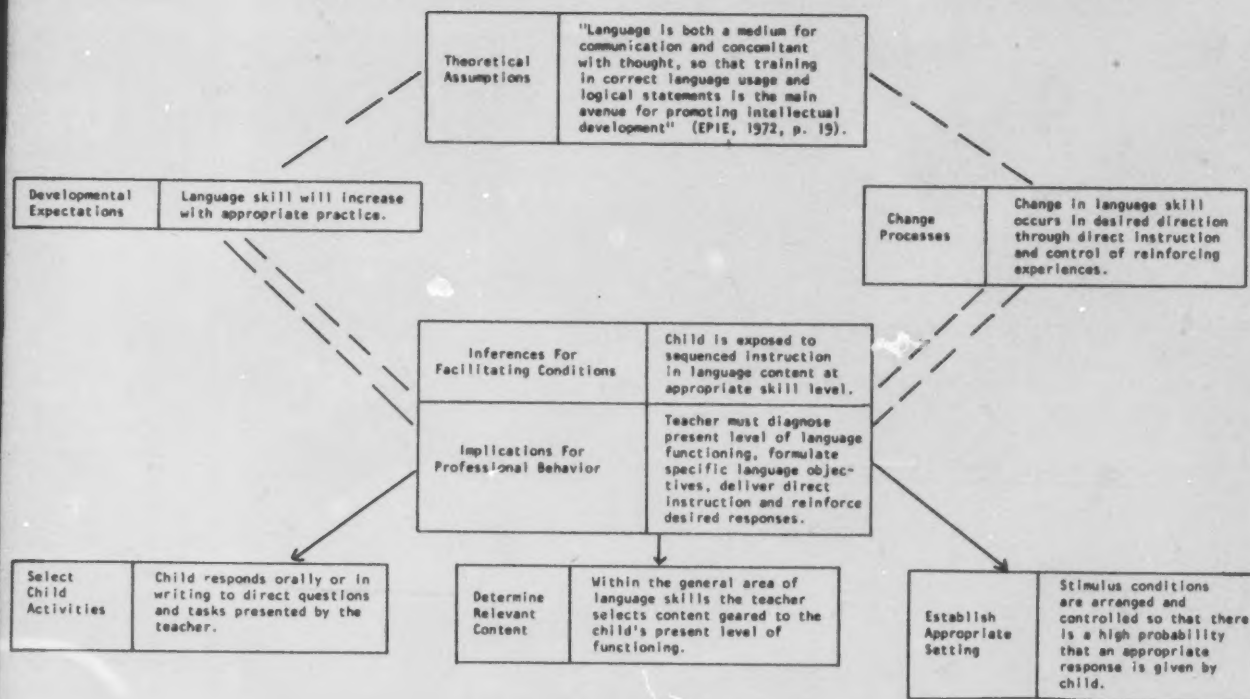


Figure 3 / An example of the theory-practice derivation process for Hierarchy Y.

Man is viewed as more than a simple sum of the contributions of his inheritance and environment. The organismic view of man recognizes both the frontiers and limits of environment and heredity and postulates a role for man that maximizes free will and self-determinism. Philosophically, education is seen as a vehicle to enhance man's powers of self-organization in a setting relatively free of imposed values; that is, cultural transmission.

The stream of educational ideology related to the organismic world view is progressivism. The progressive educational ideological position described by Kohlberg and Mayer (1972) defines education as development. Specifically, it is educational development based on philosophical principles. In reference to the self-organizing nature of man they state, "It is characteristic of higher cognitive and moral stages that the child himself constructs logical and ethical principles. . . ." (p. 493).

When man is viewed as a product of his own design and free will, development occurs through active self-structuring by man himself. As Reese and Overton say, "A primary characteristic of this model is its representation of the organism as inherently and spontaneously active, a view of the organism as the source of acts. . . ." (1970, p. 133). The implication of this world view is that development occurs when man's self-organization is matched or challenged by experiential events.

Theory families. Theories derived from the organismic view of man use stages to indicate the levels of organization representative of man's self-organization at given points in development. A stage, then, refers to a level of internal organization that is qualitatively different and discontinuous from all other previous stages. The theory widely discussed in the child development literature that adheres to the organismic model of man is Piaget's theory of cognitive development.

Essentially a theory of the growth of intelligence, Piagetian theory postulates a set of biologically based processes through which the child comes to know his world. These processes are stage-independent (Honstead 1968):

The fundamental cause of development is equilibration through self-regulatory activity on the part of the child. In attempting to assimilate new situations to old structures, the child experiences disequilibrium. Through further attempts at assimilation with accommodated structures, the child creates a new structure and arrives at a new level of equilibrium. [Rohwer, Ammon, and Cramer 1974; p. 185]

Piagetian theory also describes a series of qualitative stages that are considered universal and occur in an invariant sequence. These stages comprise the stage-dependent part of the theory (Honstead 1968). Each stage is characterized by a particular level of mental operations. Piaget believes that maturation, environment, social experience, and equilibration contribute to the child's attempts to organize and structure his world.

Kohlberg (1968) has explicated a developmental view drawn from the tradition of several cognitive theorists. Specifically, he states, "The 'cognitive-developmental' or 'interactional' view is based on the premise that the cognitive and affective structures which education should nourish

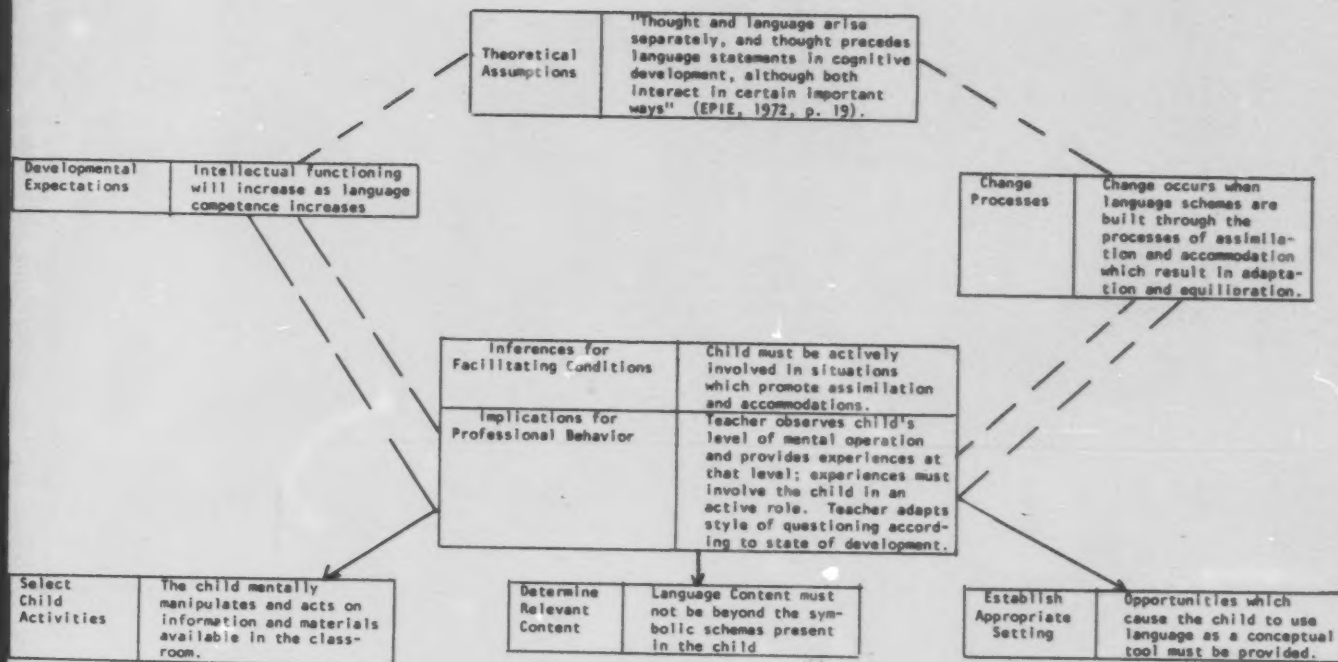


Figure 4 / An example of the theory-practice derivation process for Hierarchy Z.

are natural emergents from the interaction between the child and the environment under conditions where such interaction is allowed or fostered" (p. 1015).

Theories of cognitive development postulate an active role for the child consistent with the organismic world view: "Cognitive-developmental psychological theory postulates that movement through a sequential progression represents movement from a less adequate psychological state to a more adequate psychological state" (Kohlberg and Mayer 1972, p. 483). The implication is that developmental change occurs under any reasonable conditions.

Program practices. Program practices derived from cognitive theory generally build from two assumptions: (a) The child progresses through a sequential series of stages of mental development that must be taken into account in program planning; and (b) active participation by the child through construction and organization of experiences is necessary for development.

From the cognitive position, a teacher or caregiver is seen as "operating with" a child. Here the adult follows a "wait-challenge-wait" procedure, allowing the child to accumulate his own experience at a given level until the level is established. The teacher or caregiver arranges activities that challenge current levels, stretch the child to higher levels, and then wait for the new level to stabilize. Child and adult have complementary roles in this situation, each alternating between passive and active roles in the process of development.

Piaget's theory of cognitive development has been used as a source for many early childhood programs and curricula. For the examples given in this section, we have drawn from programs such as the Cognitively Oriented Curriculum (Weikart, Rogers, Adcock, and McClelland 1971), the Early Childhood Curriculum (Lavatelli 1970), and the Piaget-based curriculum of Kamii (1972). As before, we use the general area of language development for the example. Figure 4 is a presentation of information about program practices and theoretical assumptions related to language development for Hierarchy Z.

Conceptual congruence is evident in Hierarchy Z as we see man viewed as self-organizing at all levels. Coupled with man's internal tendency to reach for higher-order processes, appropriately provisioned and planned environments provide opportunities for development.

Implications for the Training of Early Childhood Professionals

In the introductory section of this article we argued that diversity of programming for young children has had a potent impact on the field of early childhood education. The corollary of this position is that the trainers of specialists in early childhood should be prepared to undertake a qualitative reorganization of training programs to match the existing program diversity. A review of programs for young children indicates that

learning and developmental theory is a useful analytical tool for understanding the range of diversity present in programming practices. Comparison of the multitude of extant early childhood programs by assessing the learning and developmental theory foundation of each allows us to consolidate information and make judgments about comparability among them. Developmental theory brings order to program design by either providing a derivation or selection hierarchy or serving, on a *post hoc* basis, as the rationale for programming practices already in use. Arguments were presented to support the view that theory-derived programs are stronger than theory-rationalized programs. Related to this position was a recommendation that early childhood professionals be trained to understand conceptual consistency and become expert at deriving practices from theory. In summary, learning and developmental theory provides the intellectual content for early childhood professional training programs. It is the substance of the training program.

This final section summarizes training implications advanced earlier and examines some additional implications of using learning and developmental theory as an overall organizer for early childhood professional training programs. Suggestions for the design of such a training program and some information about a training program that has been field tested are given.

FACILITATING DEVELOPMENT: THE INTERACTION OF ADULT AND CHILD

There is a general tendency to label adult-child interactions that occur in formal settings as *teaching*. However, this is too specific to setting (it usually connotes classrooms or public schools) and, in general, too narrow a conception to capture the complexity of the interactions between adults and young children adequately. The most general way to describe the complexity of these adult-child interactions across early childhood programs and settings, both formal and informal, is to speak of *facilitating development*. This implies that all professionals who work with young children continuously seek to maximize development deliberately. We do not want to sidestep the issue of *teaching* here, but if teaching is viewed as direct instruction, to speak only of teaching and teachers of young children is to imply that no other behavior or roles are important for children's development. Thus, we have chosen the more encompassing term, *facilitating development*, to describe the overall responsibility of the adults in programs for children. There are many other examples in early childhood education that support the notion that the overall orientation of the field is changing to be more inclusive and less like traditional models such as may be found in the public school classroom. In some cases, the term *teacher* is being replaced by *caregiver* as a more descriptive way of referring to the person who works with young children. Similarly, we now find *program* replacing *school*, *facilitating development* replacing *teaching*, and *early childhood* replacing *preschool* in the professional literature. In our view, these are not semantic exercises; the new terminology can be seen as reflective of important trends in the early childhood field.

Professionals are characterized by the carefully planned relationships and interactions that they implement and foster in the context of a program for young children. Adults who see themselves as facilitators of development know that they cannot confine their efforts to the dissemination of information or the directing of instructional lessons. They understand that interactions must be conceived of in a much broader context than the "lesson plan" framework that characterizes much of teaching. This is not meant to suggest that the instructional function present in programs for young children is not important, but working with young children does involve more than direct instruction—teaching lessons, for example—regardless of the theoretical perspective underlying a given program. Obviously, professionals who work in early childhood settings must have a host of concerns, but the prime function of this kind of professional is to facilitate development deliberately.

Developmental theory provides a general context in which one can view individual acts and behavior. It simultaneously allows for a description of current events and a prediction of the direction of later development. Realization of the general goal of facilitating children's development depends on the availability of a comprehensive framework for decision making. When an explicit theoretical basis is present for a program, both the content of the curriculum for children and the methods of implementing the program are seen as logical extensions of the assumptions given in the developmental theory.

THE PLURALISTIC POSITION

The current state of pluralism in early childhood education exists because there are no definitive conclusions emerging from the research literature to support a particular theoretical viewpoint as the optimum base for facilitating children's development. Furthermore, some practitioners evidence strong personal biases that preclude amalgamation of their practices with other disparate practices into a single program approach without substantial evidence to the contrary.

The pluralistic position is itself empirically based, reflecting the current state of knowledge in the field of early childhood. The pluralistic position is a general organizer, encompassing the range of separate conceptually consistent hierarchies. There is a significant difference between those who recognize the existence of several conceptually consistent hierarchies but favor a particular theoretical foundation in their own work with children and those who have tunnel vision and do not even admit that other views exist. For those who are entering the field, there is a dependence on the trainers to make known the range of relevant information in early childhood education. Even if all the faculty members working in the preparation program are staunch behaviorists, the students are not! The students have a right to know that other views are accepted in the field and that their personal approach to working with children is seen as worthwhile. The pluralistic position encourages informed choice of a particular, single conceptual hierarchy as the foundation for decision making.

But such an informed choice can occur only if individuals have been exposed to all relevant hierarchies. The educators who prepare early childhood professionals have the responsibility for ensuring that opportunities for informed choice exist.

Eclecticism is intuitively appealing to both the professional who prepares the caregivers and teachers and the practitioner, since it seems to allow for the use of a broad range of methods and materials in working with young children. We should like to distinguish carefully between the flexibility that is possible in a single conceptually consistent hierarchy and eclecticism that is composed of methods derived from various theories. Eclecticism cuts across hierarchies at either the theory or the practice level and weakens the consistency of a program. We stated earlier that any early childhood program in existence is, in the final analysis, an individual's interpretation of the link between theory and practice. The point here is that an individual is likely to behave consistently in decision making when the rationale (theory) is one that has been identified as a foundation. Even if programming practices are interpretations based on a theory foundation, the character of the interpretation is likely to be similar across decisions. These decisions will be thoughtfully analyzed and selected as congruent with the theory base. In contrast is the situation in which programming practices are used and later there is a search for justification or rationale for their use. In the latter situation, the likelihood that practices will be consistent is reduced.

ORGANIZATION OF TRAINING PROGRAMS

Training programs are often merely a relatively disconnected accumulation of methods and materials for working with young children. The lack of an articulated, visible rationale for these programs leads to the label of a "bag of tricks" approach. This kind of training program can, and does, produce competent professionals. Our criticism of it is that the task of integration is left to the individual students who, as relative neophytes in the field, may not be prepared to organize the collection of experiences to which they have been exposed, leaving too much to chance. A process, decision-making approach to the training of early childhood professionals provides both the organizing vehicle—learning and developmental theory—and some assurance that there will be exposure to a wide range of congruent exemplary programming practices. With the process approach, students have an adequate supply of ideas about child materials and activities (a "bag of tricks" of sorts) because they select or design learning activities and materials to be congruent with each of the different learning and developmental theories. But they have much more—a rationale for their actions and decisions that can be expected to serve them well in future professional roles.

Core courses in the training of early childhood professionals should provide a strong link between the foundation disciplines of anthropology, psychology, and sociology and the realistic demands of professional practice. Those who train early childhood care givers and teachers might view

these core courses as appropriate mechanisms for establishing the parameters for the field of early childhood education. Through a series of core courses or experiences that occur early in their training program, students can be expected to demonstrate mastery of developmental content and a firm understanding of the theory-derived decision-making process. Subsequent experiences can be designed to help students extend programming expertise in relevant subject matter areas. Thus, students can be provided with the opportunity for repeated practice in applying the theory-derived decision-making process to content areas.

The basic sequence of courses and experiences that we have found workable in a professional preparation program with a pluralistic foundation is as follows: (a) a course on child development that emphasizes the characteristics of children at different ages and stages; (b) a course on learning and developmental theories as applied to the development of young children; (c) a course on the process of deriving programming practices for young children from three major learning and developmental theories paired with a practicum experience in which students are systematically placed in different kinds of programs in the community; (d) a series of methods courses and related practicum experiences in the content areas of art, music, physical education and health, language arts and reading, science, social studies, and mathematics in which programming practices that relate specifically to the given content in the theoretical orientation of the three major developmental theories are presented, modeled, and analyzed; (e) a course on model programs in early childhood that focuses on the students' ability to analyze "real" programs across a set of common variables for the purpose of determining if programs are consistent with their theoretical orientation (this course also provides a logical opportunity to discuss the essential differences between the flexibility inherent in interpretations about program practices as derived from theory and eclecticism); and (f) a student teaching experience in which students are placed in two different early childhood settings at the same time. In the student teaching program specific sets of competence that relate to each of the three developmental perspectives are used. Students work simultaneously in two settings that espouse different theoretical foundations. We have described the student teaching program and the competence expected of student teachers in detail (Seaver and Cartwright 1976) and have successfully field-tested the program in recent years.

The use of community-based field sites with naturally occurring multiple perspectives on learning and development is essential in a pluralistic training program. These field experiences constitute a logical extension of the competence that was recommended for introduction in the core set of professional training courses and experiences. Field experiences serve to highlight for students the multiple relationships between theory and practice that exist in community-based early childhood programs. Such early childhood settings include nursery schools, day care centers, Head Start programs, home-based programs, hospital programs, kindergartens, and primary grade programs in both public and private schools. The fact that different program planners may have idiosyncratic interpretations of the

link between theory and practice only serves to help students sharpen their analytical skills. Students can be helped to see the complexities that exist in the real world. This does not mean that conceptual consistency is unrealistic, but there are few "pure" programs in existence. The programs in operation in each of the field settings are examples of the implementation of different developmental theories. With a pluralistic core foundation for the training program, a more flexible point of merger with any community-based early childhood program can be provided because students are encouraged to view diversity in programming positively right from the beginning of their preparation program. Students should have opportunities to experience programs and settings that are compatible with their personal views on the facilitation of development as well as those which challenge their views and extend their understanding of alternate positions.

Some early childhood students are still being trained as if Head Start never happened. These individuals are likely to be at a serious disadvantage in future years, since they are not equipped to be responsive to the inevitable changes in early childhood education. Without the future orientation that a pluralistic training program provides, they are virtually guaranteed obsolescence.

NOTE

1. We use the terms *teacher*, *care giver*, *early childhood specialist*, and *professional* interchangeably throughout the discussion to reflect current usage in the field.

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Appendix B

C & S 211

Early Childhood Practicum

College of Education
The Pennsylvania State University

This booklet is designed to help teachers become acquainted with the purposes and goals of C&S 211. This Early Childhood Practicum is an introductory field experience in working with young children in a variety of educational settings. The course requirements are designed to complement the many settings in which students are placed.

Students are typically placed for two sessions per week (e.g., two mornings per week) in local early childhood programs. Weekly seminars are held to aid students in developing techniques appropriate for working with young children. Students also become familiar with and construct materials which can be used to enhance children's development.

For many students this practicum is their first experience working with young children. Students enrolled in this course are working toward certification as teachers of young children nursery through third grade. (N-3) Intensive supervision is provided to monitor and to support students in developing skills appropriate for working with young children. Since students participate in career planning in seminars, this course also provides an opportunity to counsel students in career directions most suited to their personal inclinations and teaching skills.

Supervisor: Kathleen Mulligan
153 Chambers Building
863-1691

Instructor: Dr. Carol Cartwright
155 Chambers Building

865-5433

C & S 211

COURSE COMPETENCIES AND ACTIVITIES

The College of Education at The Pennsylvania State University currently focuses on these four growth points for students enrolled in C & S 211 - Early Childhood Practicum.

1. PRACTICUM - REPERTOIRE OF SKILLS

Students begin to develop professional skills and techniques to be used in a variety of supportive ways working with young children.

2. SEMINAR

Students identify types of management skills through active participation and simulation in weekly seminars. Students consider commitment to careers in early childhood through career planning activities in seminars.

3. OVERALL ATTITUDE

Students develop professional attitudes and behaviors with peers and colleagues.

4. PROJECT

Students plan and construct an appropriate learning aide to be used in their placement.

#1. PRACTICUM - REPERTOIRE OF SKILLS

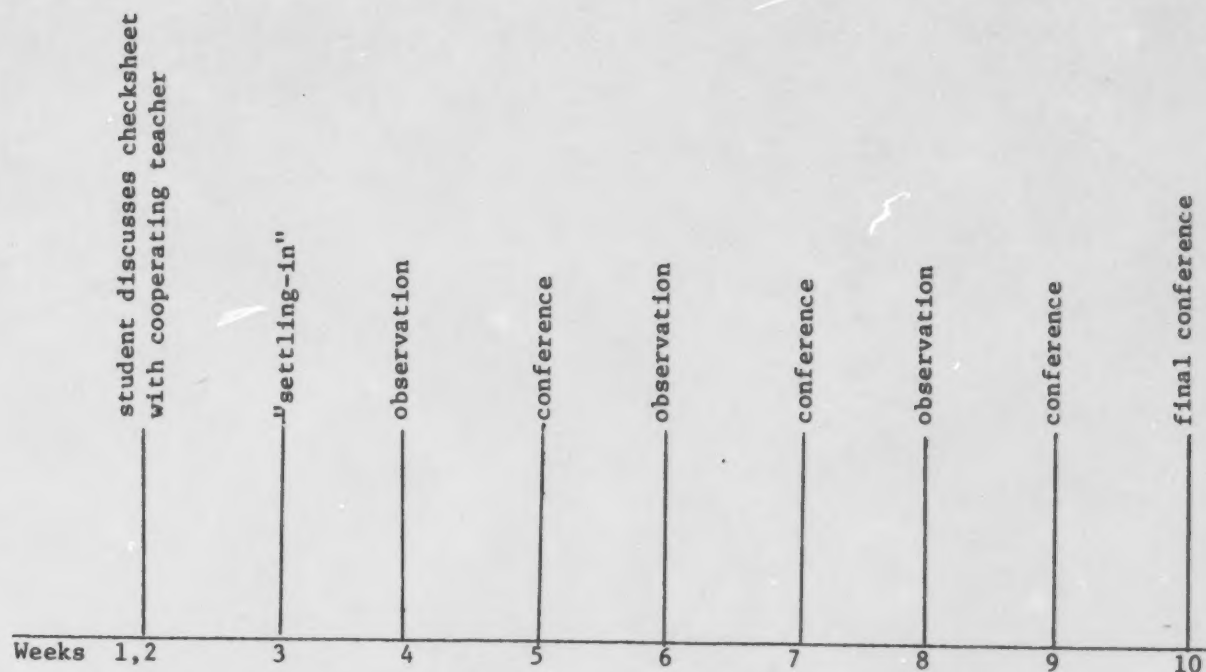
Supervision

Supervision in C & S 211 is an important and critical component for an aspiring teacher of young children. Feedback, support and encouragement can greatly contribute to competent job performance. We concentrate on helping students learn to utilize supervisor's feedback as a positive input to their growing repertoire of teaching skills. Supervision is ongoing throughout the term.

In order to establish a rapport with individual students and aid them in their growth, supervision of students will occur 3-5 times during the term. At the placement site the supervisor observes and records student behavior using a systematic observation instrument. Prior to the first observation students and supervisors work toward a common definition of the instrument categories so that data gathered during observations is meaningful to the student. Following each observation the student describes his behavior and comes prepared to discuss and critique the observation data at a follow up conference with the supervisor. Students are encouraged to continually monitor and evaluate their behaviors interacting with children. Written feedback is given to both the students and cooperating teachers following each conference. Students become proficient at self evaluation and work cooperatively with supervisors in planning changes in techniques.

SCHEDULE OF SUPERVISION

Typical ten week term (Some students are observed more frequently)



Observation Instrument

The observation instrument is a systematic, descriptive tool which provides a skeletal framework of categories useful in dealing with young children. The instrument focuses on the behavior of the teacher in interacting with young children. A wide range of categories of potential teacher behavior provides a means for coding all teacher behaviors without making judgments as to acceptability. The instrument provides a basis for both student and supervisor to work closely together using common language to discuss progress and to plan for effective changes in interaction behaviors. Students write an analysis of observation data and discuss this with the supervisor. A copy of the observation form follows this section.

Conference-Practicum Evaluation

Immediately following each observation by the supervisor a conference takes place. During the conference the supervisor and student cooperatively focus on the coded behaviors and the students' ability to describe, analyze and assess those behaviors. A copy of the conference form follows this section. Reference is made to the category definitions that were previously agreed upon. Written feedback is given to both the student and the cooperating teacher. Students increasingly assume responsibility for self assessment and relate classroom behaviors to behaviors that have been discussed in seminars. Discussion of the students' effective use of verbal and nonverbal responses is evaluated in terms of strengths and weaknesses. The final evaluation form for the practicum (which is included in this section) specifically states those areas in which students are expected to demonstrate growth. Observation data and conference discussions for the entire term are the information base for the final evaluation.

Student name _____

Observation date _____

C & S 211

Student assesses verbal
and nonverbal responses
to children through
cooperative evaluation
with supervisor.

To be completed by student following each observation.

Describe your verbal and nonverbal behaviors.

Analyze and assess the above.

What are your strengths? What are your weaknesses?

Student Name _____
 Supervisor _____
 Term _____

Evaluation

C & S 211

Student Assesses Verbal
 and nonverbal response
 to children through
 cooperative evaluation
 with supervisor

To be completed by supervisor at the end of the experience.

Directions: Indicate the degree to which student evidences the behavior by circling the appropriate number below each item. One (1) indicates that there has been no evidence of the behavior described. Ten (10) indicates that the behavior described has been evident at all appropriate times. Space has been provided for comment below each item.

1. Student reflects an awareness of the many facets of a teacher's role:
 Ex: feedback, managing, observing, socializing, extending, etc.

1 2 3 4 5 6 7 8 9 10

Comments:

2. Student displays a willingness to try-out new techniques and skills when working with young children.

1 2 3 4 5 6 7 8 9 10

Comments:

3. Student provides curriculum materials and activities which are suited to the children's developmental level and classroom program.

1 2 3 4 5 6 7 8 9 10

Comments:

4. Student adjusts teaching and activities to suit individual children.

1 2 3 4 5 6 7 8 9 10

Comments:

5. Student evaluates classroom behavior and identifies areas of strength and weakness.

1 2 3 4 5 6 7 8 9 10

Comments:

6. Students work cooperatively with supervisor in planning changes in techniques and strategies. (1½ times other items)

1 2 3 4 5 6 7 8 9 10

Comments:

#2. SEMINAR

C&S 211 seminars are an integral part of the course. Seminars meet every Monday night throughout the term. An initial seminar session is conducted which deals with the observation instrument. Classroom behaviors are discussed and coding techniques explained. Development of a personal set of definitions to describe teacher responses occurs during seminar sessions. Viewpoints and experiences are shared as well as the records of field placement experiences which are kept in the student's individual logs. Interaction is stressed with peers and supervisors.

A variety of management skills which can be used with young children are demonstrated in seminars. Structured information modules are presented. Students read, participate in simulated role play situations, and actively share ideas and feedback for selected management techniques. Demonstrations and films aid in showing and explaining techniques and skills to students. In addition, students engage in career planning exercises in which they explore the type and extent to career options in working with young children and families.

#3. OVERALL ATTITUDE

Professional attitudes toward peers and colleagues are imperative to the success of a future early childhood educator. The following professional behaviors will be expected in seminar and in the practicum experience.

1. Student is punctual and dependable.
2. Student is appropriately poised and groomed.
3. Student shares skills and knowledge with fellow students.
4. Student evidences enthusiasm for experience.
5. Student actively seeks acceptance by school staff.

Informal records for each student are kept by the supervisor concerning the expected professional attitudes. At the end of the term the supervisor rates the student using the evaluation form on the next page.

Student name _____

Supervisor _____

Term _____

Evaluation

C & S 211

Student begins to
develop a repertoire of
professional skills.

To be completed by supervisor at the end of the experience.

Directions: Indicate the degree to which student evidences the professional behavior by placing an X anywhere along the horizontal line under each item.

1. To what extent is the student punctual and dependable?

never seldom occasionally frequently always

2. To what extent is the student appropriately poised and groomed?

never seldom occasionally frequently always

3. To what extent does student share knowledge and skills with fellow students?

never seldom occasionally frequently always

4. To what extent does student evidence enthusiasm for experience?

never seldom occasionally frequently always

5. To what extent does student seek acceptance by school staff?

never seldom occasionally frequently always

#4. PROJECT

Students are required to complete one project to be used as an appropriate instructional aide in their placement. This required project may be anything which fosters learning. It does not have to be a "lesson plan" or an expensive construction. The purpose of the project is to give students experience in tailoring materials to suit specific needs. In addition, students are encouraged to develop other suitable materials, and to bring materials from the Curriculum Materials Center on campus. Cooperating teachers are encouraged to help students choose projects which are suitable for the program in which the student is placed.

Students complete a description of the required project in the form of a contract. Students must describe their project, establish evaluation criteria and describe the actual use of the project in the classroom. A copy of the contract form follows this section.

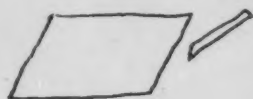
C + S 211
EARLY Childhood Project



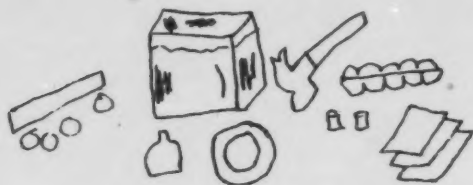
Design a ~~thing~~ thing.....yes a thing:

a game, a piece of equipment, a toy, a piece of clothing, a piece of furniture

TELL your SUPERVISOR.
Write up your contract.



MAKE IT.



USE IT.



SHOW & TELL

C & S 211
Early Childhood Project
Contract

Description

supervisor

Evaluation criteria

- 1.
- 2.
- 3.
- 4.
- 5.

supervisor

Description of use

Date _____

Points _____
(15 total)

Appendix C

The Pennsylvania State University

College of Education

Early Childhood Student Teaching

Copyright 1976

Judith W. Seaver
Carol A. Cartwright

Early Childhood Student Teaching

The Pennsylvania State University

College of Education

Contents

- I. Perspectives on Early Childhood Student Teaching
- II. Early Childhood Student Teaching Placements
- III. Competency Evaluation Form
- IV. Student Responsibilities and Supervision Guidelines

Section I

Perspectives on Early Childhood Student Teaching

Since the mid-1960's there has been widespread interest and concern about the education and welfare of young children. One result of this interest is an extension of formal schooling downward to include children as young as 2 and 3 years old. Early childhood is now well established as a distinct segment of the learning stream which is defined by naturally occurring developmental landmarks in the progress toward adulthood.

The choice of the age range 2/3 to 8/9 years as the target of early childhood education efforts is not an arbitrary slicing of the learning stream. According to most developmental psychologists, the early childhood age range is the initial time period in the development of the organism when change is great and growth is swift. During this period the child acquires many skills, refines skills in qualitative ways, and acquires a sense of self that will remain with him for life. Early childhood, then, is a naturally-occurring segment in the developmental stream of an individual. It is bound at one end by the biological landmark of birth and at the other end by the culturally-induced emergence of the child from his family unit into the society of peers to function as a quasi-independent being.

In the last ten years we have witnessed changes in the roles played by various social institutions in the provision of services to young children. Head Start and Project Follow Through, funded with federal monies, have provided educational models for programs servicing children in younger age groups. HEW has estimated that by 1979 there will be roughly 27 million children under 6 years of age with over 4 million of them enrolled in school.

Until recently, nursery schools emphasized the "socialization" of the child with only scattered programs emphasizing intellectual or academic skills and activities. With the emergence of the cognitive/academic component in nursery schools and Day Care programs, professional educators have become more involved in planning nursery and Day Care programs.

Another important result of the vigorous activity in the ECE field since the mid-1960's has been the development and implementation of new and different model programs for young children. Program variation, both planned and unintentional, is a reality in the field of early childhood education in the 1970's. The body of literature and descriptive program information which has emerged from federal and socially inspired efforts to educate young children has formed part of a general core of study for preparing future early childhood teachers. So potent has been the influence of program models that it has become necessary to design teacher training programs so they reflect the theoretical bases and related practices of model programs.

A number of comparisons of early childhood programs have been completed by curriculum development experts and researchers. The single most important result of program comparison efforts is the identification of three major developmental perspectives as foundations for early childhood programs. There is a convergence of thinking toward three developmental perspectives - behaviorist, cognitive-interactionist, and maturationist - as discernably different views for early childhood program planners. Just as programs for young children benefit from an explicit theoretical base, so do teacher preparation programs.

Teachers' beliefs about children, teaching, and learning make a difference in how they behave in the classroom. Even beliefs which are

implicit influence teachers and teaching. Teachers should be more successful if they are helped to make their personal beliefs explicit and more readily subjected to analysis, revision and strengthening. Teaching cannot be based upon blind faith about the efficiency of an approach, nor on intuition or the momentum of an idea currently in vogue. Developmental theories help teachers to understand and influence children's behavior. Theories serve as the basis for selection, use and evaluation of goals and activities. Developmental theories bring order to program design and teacher behavior.

A pluralistic theoretical base for the ECE teacher preparation program has been selected. Preservice teachers are expected to become competent in teaching practices related to each of the three developmental perspectives regarding the manner in which children develop and learn. The selection of the three developmental perspectives as the blueprint for organizing and interweaving courses and curriculum offerings in the teacher training program in early childhood is a deliberate attempt to foster pluralism and diversity in early childhood programs.

Each of the three developmental theories sets forth differing assumptions about human growth and development. Educators need to exert their influence by proposing and field testing teacher behaviors and program practices which are judged congruent with each of the theories.

Those who take a behaviorist perspective see development as an accumulation of learning which occurs when behaviors are systematically reinforced. The child is seen as a "responder" to his environment. The child is expected to accomplish rather specific objectives, and instruction is designed to help in the achievement of these specific objectives. The

environment is viewed as the key to success. A teacher who adopts a behaviorist position uses environmental manipulation as the primary means of effecting change in the child. The teacher is charged with the tasks of specifying objectives, arranging activities that will result in the expected changes and reinforcing appropriate behaviors.

The primary concern of those who hold the cognitive-interactionist view is the cognitive development of the child. Heredity and environment are viewed as about equally important in contributing to developmental processes. The child is seen as the interactionist, deriving stimuli for growth from probing, responding and absorbing information from his environment. According to this viewpoint, development proceeds in well-defined stages which are characterized by qualitatively different thought patterns at each stage. The teacher follows a "wait-challenge-wait" procedure, allowing the child to accumulate experiences at a given level until it is well established, and then following through by providing activities that challenge and stretch the child to new levels of thinking.

The maturational viewpoint emphasizes the "whole child" approach to learning. Development is seen as the unfolding, or maturation, of those psychological and physiological elements within the child at birth. Ages are crucial as they are characterized by certain predictable personality patterns and skill competencies. In a program based on the maturationist viewpoint, the child initiates his own activities. A fair degree of freedom is accorded the child because it is assumed that the child will naturally choose those activities which are most appropriate for his current level of development. The teacher needs to be thoroughly knowledgeable about the expectations and related activities appropriate for the different developmental stages.

The core of the professional preparation of the ECE program is the derivation and demonstration of teaching practices congruent with each of the three developmental perspectives. A teacher preparation program should help students analyze and clarify their own viewpoint and help them build a repertoire of planning and teaching behaviors which are consistent with their viewpoint.

The early childhood student teaching experience is designed to reflect the pluralistic theoretical foundation of the total early childhood teacher preparation program. The evaluation approach described in detail in Section III incorporates a range of teaching and classroom behaviors which can logically be inferred from each of the three theoretical positions. Practicum experiences help students try out teaching styles which are related to each of the three developmental perspectives, thereby helping students to clarify their philosophies and arrive at a workable point of view toward the education of young children.

Section II

Early Childhood Student Teaching Placements

The National Scene

Presently a diverse multi-setting delivery system for early childhood education exists in this country. The number and variety of programs available for children ages two to eight is a direct outgrowth of practices and trends of the sixties. The past decade of widespread public and professional interest in the development of young children combined with the implementation of programs in both the private and public sectors to facilitate young children's development has resulted in a historically novel collection of programs for children in even the smallest towns and cities.

Head Start directed federal money and national attention to various model programs for disadvantaged children. Disadvantaged preschoolers participated in Head Start to improve their abilities to perform in public school settings. Head Start Planned Variation formally reorganized and attempted to systematically evaluate the efforts of a number of diverse curricular approaches to reaching Head Start's objectives. Head Start Planned Variation programs received much attention in professional and popular literature, with these model programs comprising a core of "pilot-tested" approaches to programming for young children.

Nursery schools and play groups have been a staple experience of middle-class childhood for many years. As Head Start expanded and gained momentum the notion of preparing young children for school spread to private programs. Many private programs began to place increased emphasis on academics. Montessori school enrollment increased as many parents believed that Montessori pedagogy was very suitable training for elementary school. Teachers in traditional nursery schools began to emphasize thinking and problem-solving along with the familiar readiness skills of color names, numbers and learning the alphabet.

Piaget, issues of cognitive development, and behaviorism received more attention in the popular press magazines that reached parents. Previously only Gesell and Spock were the revered figures.

Day Care, still another traditional program serving young children, also underwent a transformation. Programs which provided protective care were termed custodial. Day Care programs tried to provide developmental care through a variety of integrated services and activities that were deemed to support and encourage children's growth and development. In addition Day Care's clientele and image began to change somewhat from that of a welfare-orientation to that of more comprehensive service available and appropriate for all children.

For children below public school age there presently exists a wide number of diverse programs all rather generally aimed at facilitating development and making the most of the early years. This contemporary diversity of preschool programs exists in both the public and private sectors and provides a historically novel configuration of program offerings for both advantaged and disadvantaged children.

For children of school age, program and curricular development has not stagnated. Federally-funded Follow Through represented a formal, systematic effort to pilot program models in the elementary school setting. As with Head Start there was much incidental fall-out as model programs were publicized and many teachers and school districts tried appealing approaches on their own initiatives. Disenchantment with rigid rules and closed classrooms helped boost the open education movement which in turn stimulated a variety of approaches to learning and classroom organization. At the close of the decade it was no longer possible to speak of elementary school classrooms in terms of cliches and stereotypes. Diversity and variation were the norm.

The Central Region

The central region of Pennsylvania where The Pennsylvania State University is located is a relatively rural area which has been moderately cosmopolitized by the presence of the University. Still, however, farms and mountains outnumber the small suburb that has grown up adjacent to the University. Preschool programs and public school programs reflect the interests of federally-sponsored projects for rural disadvantaged children as well as the interests of parents of more advantaged children. The result being this area offers a typical diverse collection of programs for young children.

Head Start programs have been functioning for several years. While none have been Planned Variation models the proximity of the University and the initiatives of the local personnel have led to much cross-fertilization with University faculty. Play groups, private church-sponsored nursery schools, Montessori schools, and private preschools with unique philosophies are numerous. Several Title XX Day Care centers and a large network of associated family Day Care Homes serve the area. In addition, a small number of licensed private Day Care Centers and homes have been operating for several years.

Public schools in the area similarly reflect the influences of the past decade as far as diversity in curriculum for elementary school-age children. Individual classrooms may be found functioning as token economics or open environments as well as entire schools which are ungraded, continuous progress or tightly programmed, sequenced learning cores. The immediate locale, then, provides a typical collection of diverse programs for children ages two to eight. For purposes of student teaching a wide variety of field settings can easily be tapped.

Student Teaching - The Dual Placement

All field experiences are viewed as natural settings in which the multiple relationships between theory and pedagogy are articulated. The pluralistic theoretical core of the teacher preparation program has been described in Section I. This pluralistic theoretical viewpoint enables the student-teaching program to respond positively to any field setting which utilizes a pure or eclectic theoretical approach to program development.

The student teaching program strives to deliverately expose students to diverse natural settings. Under a placement strategy labelled dual-placement, students spend half-a-day at one site and the remaining half-day at another site. The dual sites are paired so that each student experiences a preschool and a public school experience. Additionally, placement sites are paired so that the student participates in programs which are different in theoretical orientation. Some typical examples of dual placements are:

AM	PM
1. Title XX Day Care Center Open Programs	Public Kindergarten Behaviorist orientation
2. Public School - Junior Primary (K-1) Cognitive programs	Private Day Care Free School
3. Private Preschool Montessori program	Public Kindergarten Developmental program

Dual placements enable the faculty to guide students in developing teaching skills which relate to different theoretical orientations to program development for young children. At the same time the dual placement program makes judicious use of the naturally-occurring contemporary diversity in community-based programs for young children.

Evaluation of Student Teaching

Student teachers working in dual placements are expected to demonstrate a general set of competencies which are reflective of universal areas of skill required of all early childhood teachers. The competencies which form the nucleus of evaluation for student teaching have been written as general statements which encompass professional skills.

General professional competencies

1. Student demonstrates cluster of teaching strategies deemed appropriate for general learning plan of the classroom.
2. Student manages groups of children according to a cluster of criteria.
3. Student demonstrates a variety of planning techniques related to the implementation of the daily program.
4. Student demonstrates planning techniques related to the development of the on-going program.
5. Student uses relevant facts and information in lessons and activities.
6. Student identifies and plans for differences among children in several developmental areas.
7. Student demonstrates ability to mainstream a special child.
8. Student uses a variety of methods to evaluate children's progress.
9. Student relates to children in a variety of supportive ways.
10. Student demonstrates professional behavior in daily activities and relationships with colleagues.
11. Student develops a workable and comprehensive plan for self-evaluation of the experience.
12. Student establishes and/or implements routine situations.
13. Student plans contingency strategies appropriate for classroom for handling typical situations.

Dual placements require that students understand, articulate and demonstrate these general competencies in a manner consistent with the situational nuance of their placement. Thus while the framework for student teaching evaluation is the general competency, the on-site observation and evaluation is done in

reference to situationally-appropriate competency criteria. Specific criteria statements for each general competency have been written to encompass the range of variations possible to observe in contemporary early childhood programs. All students work towards demonstrating the same general professional competencies with the specific mode of performance and evaluation criteria tailored to fit each site of the dual placement.

Section III

Competency Evaluation Form

1. Student demonstrates cluster of teaching strategies appropriate for general learning plan of classroom.

INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A places the teacher in the role of director. The teacher plans activities and selects materials that children will use rather than working from children's choices. The teacher knows what the expectations are for the children before the lesson begins. The atmosphere might be characterized as structured and goal-directed.	Cluster A: 1. initiates children's activities 2. provides continuous direction and guidance (verbal & non-verbal) 3. monitors child's performance and products to ensure acceptable results 4. uses rewards and praise in systematic manner 5. stresses using materials or giving responses in prescribed ways 6. requires child to follow set plan of activities		
Cluster B places the teacher in a changing role--sometimes responding to children's initiatives and other times actively extending their ideas. Teacher is always acutely aware of cognitive processes child is using in a given activity.	Cluster B: 1. follows-up child's initiatives with expansive or directed experiences 2. permits child to structure situations to fit his mental level 3. uses questions to clue or guide child in tasks 4. organizes situations to reduce uncertainty and perplexity 5. provides situations which help child experiment		
Cluster C places the teacher in the role of "stage designer." The teacher accepts responsibility for providing opportunities for activities, but always gives first priority to children's choices.	Cluster C: 1. allows and abides by children's choice of activities 2. encourages child to use equipment and materials in exploratory ways 3. accepts and supports response attempts 4. uses ongoing child activities as basis for spontaneous learning 5. provides information only when asked		

2. Student manages groups of children according to a cluster of criteria.

Section III

Competency Evaluation Form

INITIAL	CLUSTER	MID-TERM	FINAL
Cluster A describes those provisions the teacher makes before and during the lesson which keep the children focused on her (him) as the director of learning.	Cluster A: 1. clear, precise instructions and/or demonstration for task 2. provision of all necessary materials 3. controlled environment or setting for group 4. provision for variance in work rates (time) 5. reasonable avoidance of interruptions		
Cluster B describes those teacher behaviors which structure situations so that children can explore and approach problems in their own style. The teacher sets up the environment to induce appropriate child behaviors.	Cluster B: 1. orientation of child to task by use of appropriate language level & labels 2. provision of all necessary materials 3. controlled environment or setting for group 4. provision for variance in conceptual ability to master task (teacher questions) 5. reasonable avoidance of interruptions		
Cluster C describes a strategy for working with children which is heavily dependent on the teacher's skill in arranging the environment. The teacher chooses materials which are likely to suggest a variety of activities for children but which do not invite chaotic and destructive activity.	Cluster C: 1. inviting arrangement of materials and activities 2. selection of materials keyed to children's expressed interests 3. free access to activity for children 4. variety of skill levels accommodated by activities 5. opportunities for peer interaction		

3. Student demonstrates a variety of planning techniques related to the implementation of the daily program.

Section III

Competency Evaluation Form

	INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A describes one way to format a daily lesson plan. It emphasizes specificity in terms of lesson procedures and expected outcomes.		Cluster A: 1. states objectives in behavioral terms 2. indicates verbal procedures of teacher 3. describes phases of lesson 4. states method of interpreting outcomes 5. includes self-evaluation and comments		
Cluster B describes a way of daily planning which focuses on predictions about what is likely to happen given the teacher's knowledge of the child's cognitive level and the content of the lesson. The teacher knows in advance what questioning and expanding techniques will be needed.		Cluster B: 1. defines concept area or mental skill 2. indicates verbal behavior of teacher (questions and observations for each level) 3. describes expected level of cognitive functioning 4. states method of interpreting outcomes 5. includes self-evaluation and comments		
Cluster C describes an approach to planning daily activities which does not necessarily require a written plan. Cluster C describes those things a teacher needs to think about in choosing and arranging materials.		Cluster C: 1. describes all subject/content areas involved in activities 2. plans variety of stimulating materials 3. plans allow for child-directed activities 4. states method of interpreting outcomes 5. includes self-evaluation and comments		

4. Student demonstrates planning techniques related to the development of the on-going program (long-range planning)

Section III

Competency Evaluation Form

INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A for long range planning requires the teacher to look at daily plans in terms of their relationship to a sequence of learning and larger blocks of content. Plans for assessing and recording children's performance need to be developed for this longer time period.	Cluster A: 1. plots objectives on weekly or monthly calendar 2. analyzes and evaluates sequences of plotted objectives 3. evaluates individual child's performances over period of time		
Cluster B involves the interrelationships among several concepts over time. Some people describe this type of long-range planning as a "web" rather than a "chain" which would be used in Cluster A.	Cluster B: 1. plots concept areas to be emphasized on weekly or monthly calendar 2. analyses and evaluates sequence of plotted concept areas 3. evaluates individual child's concept attainment over period of time		
Cluster C represents an ex post facto attempt to discern patterns among children's activity choices over a period of time. Since extensive written daily plans are not typically used in Cluster C, follow-up documentation of overall patterns of development which have emerged is important.	Cluster C: 1. plots subject/content areas and expected child activities on weekly or monthly calendar 2. analyses and evaluates sequence and grouping of plotted areas and activities 3. evaluates individual child activities and interests over period of time		

5. Student uses relevant facts and information in lessons and activities.

Section III

Competency Evaluation Form

Early Childhood programs frequently utilize material from traditional subject areas in an integrated fashion as well as scheduling separate instructional periods for some content areas. Students participating in the early childhood student teaching programs have had methods instruction in each of the areas identified below and can be expected to perform competently in all areas as each is required in their particular placement.

Directions: See form on following page.

1. At the initial conference the cooperating teacher is asked to describe the program approach to handling each of the subject areas below. Record this information in the spaces above the subject areas.
2. At mid-term and final conferences the student teacher will be evaluated using the criteria listed to the left. All evaluation comments will be made in reference to the context in which subject is handled within the program.

5. Student uses relevant facts and information in lessons and activities.

Initial

Science

Math

Social Studies

Reading/
Language Arts

CRITERIA:

1. Teacher uses accurate current information
2. Teacher adjusts information to child's age/concept level
3. Teacher demonstrates/describes cause and effect relationships where appropriate
4. Teacher presents simple information before complex information

6. Student identifies and plans for differences among children in several developmental areas.

Section III

Competency Evaluation Form

The areas of development listed below are an important concern when planning and executing activities for young children. Students participating in the early childhood student teaching program have had comprehensive training in child development and the application of developmental principles to instructional situations. Students are expected to utilize knowledge of development in planning and implementing activities.

Directions: See form on following page.

1. At the initial conference the supervisor will initiate and record discussion comments concerning the manner in which the student teacher can be expected to utilize developmental information in the program setting.
2. At mid-term and final conferences the student teacher will be evaluated using the criteria listed to the left. All evaluation comments will be made in reference to the program context in which the student is participating.

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6. Student identifies and plans for differences among children in several developmental areas.

Initial	Physical-Motor	Cognitive-Intellectual	Social-Emotional
1. Teacher adjusts language to child's developmental level			
2. Teacher fits behavior expectations to child's developmental level			
3. Teacher sets limits consistent with child's developmental level.			
4. Teacher plans activities suited to child's skills.			

CRITERIA:

1. Teacher adjusts language to child's developmental level
2. Teacher fits behavior expectations to child's developmental level
3. Teacher sets limits consistent with child's developmental level.
4. Teacher plans activities suited to child's skills.

Section III

Competency Evaluation Form

The early childhood student teaching form has been designed to be very general. While all student teachers must demonstrate all of the competencies described, the manner in which an individual student is required to demonstrate competence will vary from placement to placement. Together, the supervisor, cooperating teacher and student must tailor the evaluation criteria for each competency to suit the requirements of particular placements.

Format

Each general competency is written on the upper right hand corner of a separate page. For each of these general competencies five sections are provided for translating the general competency into specific evaluation criteria:

- (1) special directions and/or descriptions for the general competency are given if needed;
- (2) space to indicate selection of criteria for the program at the placement site at the initial conference is provided;
- (3) lists of the specific criteria for the competency are given;
- (4) space to record evaluations at the mid-term conference is given; and
- (5) space to record evaluations at the final conference is included.

Section III
Competency Evaluation Form

7. Student demonstrates ability to "mainstream" a special child.

This competency reflects the judgment that children with special skills or needs should participate in the on-going activities of a program. Because the availability of resource teachers, diagnostic services, and other supportive services for mainstreaming young children varies widely, the criteria listed below are to be used only as a guide in planning and implementing the student teacher's involvement in mainstreaming.

Criteria guidelines for competency #7:

1. student will identify child characteristics relevant for the immediate learning situation
2. student will specify objectives for the learning task
3. student will modify the instructional strategy to fit child's characteristics
4. student will select materials appropriate for task
5. student will implement strategy
6. student will evaluate child's performance in terms of objective statement

Directions: At the initial and mid-term conferences criteria are to be selected and specific plans made for student teachers' involvement in mainstreaming activities. At the mid-term and final conferences students will be evaluated in reference to the criteria and plans made at the preceding conference.

Initial Conference - Criteria Selection Mainstreaming plans	Mid-Term Conference - Criteria Selection Mainstreaming plans
Mid-Term Conference - Evaluation of Implementation	Final Conference - Evaluation of Implementation

Section III
Competency Evaluation Form

8. Student uses a variety of methods to evaluate children's progress.

Description	Initial Conference	Type of Evaluation	Mid-Term	Final
Anecdotal records are factual descriptions of events and happenings in the everyday life of children. Through direct observation and objective recording the teacher can obtain a sample of typical behavior. A collection of such records provides evidence of patterns of behavior or interests.		Anecdotal Record 1. behaviors targeted before 2. single incident in each anecdote 3. positive and negative behaviors 4. description and interpretation separate		
A checklist is a list of statements describing a performance or a product. A yes-no judgment is required of the evaluator. Checklists are useful in those situations where a teacher wants to record whether or not a particular state or behavior was demonstrated.		Checklist 1. specific actions described clearly 2. common errors listed 3. arranged in approximate order 4. directions are clear		
Rating scales consist of site of dimensions, each of which describes a particular aspect of a product or performance. Rating scales and in the evaluation of quality or degree to which a particular dimension is present.		Rating Scale 1. characteristics are observable 2. points on scale are clearly defined 3. between three to seven rating positions 4. directions are adequate 5. judgments made from data		
Achievement tests, either standardized or informal, are used to measure the acquisition of basic information. Scoring is objective and all students take the same test.		Achievement Test 1. test items of high technical quality 2. items measure representative sample of objectives 3. items appropriate for pupils being tested 4. directions and correcting procedures are easy		

9. Student relates to children in a variety of supportive ways.

Section III

Competency Evaluation Form

Listed below are a variety of terms applicable to the ways in which an adult interacts with children on a personal level. Standards for any situation will naturally vary both as a function of the personality of the adult and the children involved.

Directions: At mid-term and final evaluations, descriptive phrases should be selected by the student teacher to describe his perception of personal performance. Discussion and comparison of mid and final descriptions will form the nucleus of evaluation for this competency area.

Example:

When I am with children I listen . . .

Mid
carefully

Final
thoughtfully

Item

Mid

Final

When I think of how I comfort children
I think of . . .

When I limit children I usually . . .

I show my enjoyment of children by . . .

In my viewpoint guiding children involves . . .

I consistently supervise children by . . .

To me helping children means . . .

I find myself observing children to learn . . .

I find it easiest to accept children when . . .

I am supportive of children when I . . .

I am still bothered by . . .

When I am in a bad mood I . . .

10. Student demonstrates professional behavior in daily activities and relationships with colleagues.

Section III

Competency Evaluation Form

Student teachers are to demonstrate each of the professional behaviors listed below at a level consistent with expectations for a beginning professional. At mid-term and final evaluations the decision as to competence is to be a yes or no judgment. At any time during the experience these items can be used as the basis for a conference or interim evaluation.

Description	Mid-Term		Final	
	Yes	No	Yes	No
1. Is punctual and dependable	—	—	—	—
2. Attends school meetings	—	—	—	—
3. Uses feedback on performance to adjust daily behavior	—	—	—	—
4. Collects professional references	—	—	—	—
5. Collects curriculum-related materials	—	—	—	—
6. Appropriately poised and groomed	—	—	—	—
7. Shares skills and knowledge with colleagues	—	—	—	—
8. Uses confidential material ethically	—	—	—	—
9. Works beyond school hours	—	—	—	—
10. Evidences enthusiasm for experiences	—	—	—	—
11. Takes initiative in planning	—	—	—	—
12. Formulates professional opinions	—	—	—	—
13. Willing to pursue extra activities	—	—	—	—
14. Attends/participates in parent conferences	—	—	—	—

Section III
Competency Evaluation Form

11. Student develops a workable and comprehensive plan for self-evaluation of experience.

Students are expected to keep a personal record of their student teaching experience. This personal record is separate from any lesson plans, evaluation records or other instruction-related writings the student may be required to keep. A different personal record should be kept for each placement.

Directions:

1. Select one of the formats described below for your personal record.
2. Explain the rationale for selection in the same box.
3. Supervisor and cooperating teacher should check the personal record for continuity and completeness at mid-term and final conference periods.

Formats	Mid-Term	Final
Daily Activity Analysis - an inventory or checklist of daily activities engaged in by the student		
Problem Analysis - an inventory or checklist of problems experienced in daily performances		
Daily Diary - a running record in diary form describing and commenting upon daily performances		
Personal Journal - an introspective collection of thoughts concerning daily happenings		

12. Student establishes and/or implements routine situations.

Section III

Competency Evaluation Form

The placement situation in which a student teacher finds him/herself is always an organized, on-going program. Students are expected to adjust their individual styles and adapt procedures to fit the existing circumstances. To aid students in identifying program routines and establishing appropriate strategies for implementation this competency requires the immediate attention of the student.

The first week of the placement students are to prepare written descriptions of how each of the routines listed below is handled in each placement. Inappropriate items may be deleted. These written plans are to be initialed by the cooperating teacher. At mid-term and final conferences anecdotal comments will be recorded concerning the student's consistency in implementing routine plans.

Initial Selection	Routine Situations	Mid-Term	Final
_____	toileting		
_____	lining-up		
_____	putting on outdoor clothing		
_____	attendance		
_____	money collection		
_____	snack set-up		
_____	clean up		
_____	nap or rest time		
_____	orderly distribution of announcements		
_____	storage of materials		
_____	use of audio-visual equipment		
_____	fire drill		
_____	assembly		
_____	library		

13. Student plans contingency strategies appropriate for classroom for handling typical situations.

Section III

Competency Evaluation Form

The placement situation in which a student teacher finds him/herself is always an organized, on-going program. The cooperating teacher has usually worked with the children for some time prior to the arrival of the student. This experience coupled with the cooperating teachers and school's preferences regarding disruptive situations requires that the student adapt his/her techniques for handling these situations to existing procedures.

The first week of the placement students are to prepare written descriptions of acceptable procedures for handling each of the situations listed below. At mid-term and final conferences anecdotal comments will be recorded concerning the student's sensitivity and skill in handling situations.

Initial Selection	Situations	Mid-Term	Final
_____	child hurt and crying		
_____	fight between two children		
_____	lost clothing, work or money		
_____	tantrum		
_____	lethargic child		
_____	ill child		
_____	lies		

Section IV

Student Responsibilities and Supervision Guidelines

Student Responsibilities

The items described on this sheet are intended to summarize the student teaching experience and the typical time schedule for the entire experience.

Prior to student teaching:

1. Each student teacher will submit to the supervisor the results of a TB test and a Bursar's receipt before he begins student teaching.
2. An orientation meeting with students and supervisor will be held prior to the first day of student teaching.
3. The accompanying time-line summarizes and sequences the various competencies of the student teaching experiences.

First week:

1. Student will prepare and maintain throughout the term a notebook for each placement which will include:
 - A. detailed blueprint of the classroom and the outdoor play area.
 - B. a typical daily schedule for the classroom.
 - C. daily observations and perceptions of the total school environment in the format selected in competency #11 on the Competency Evaluation Form.
 - D. descriptions of techniques for handling the daily routines selected in competency #12 on the Competency Evaluation Form. The cooperating teacher should initial this section to verify that the techniques described are appropriate for her classroom.
 - E. descriptions of possible plans for handling crisis situations listed in #13 on the Competency Evaluation Form. The cooperating teacher should initial this section to verify that the plans described are appropriate for her classroom.
2. Student will review and become completely familiar with the competencies and format of the Competency Evaluation Form.
3. Student will participate in a three-way conference (student-supervisor-cooperating teacher) to select the competencies appropriate for the specific placement.

Second week through Mid-point of experience:

Student will progressively assume more responsibility for the daily program as a means of demonstrating skill in the competencies appropriate for the placement. A Mid-point conference (three-way) will be held to evaluate the student's progress.

Mid-point -- End of experience:

Student will assume major/total responsibility for planning and implementing the daily program. The final conference and evaluation will be based upon the student's demonstration of appropriate competencies during this final period of major/total responsibility for the program.

End of the experience:

Student will submit to the supervisor all materials and plans produced during the student teaching experience.

Seminars:

Students will meet in small groups with the supervisor. These student teaching seminars will be organized around topical themes related to the current student teaching experience. Attendance is required.

Observations:

Each student will be observed a minimum of once a week on both early childhood placements. The length of each observation will vary. It is not the intent of the observer to interfere with normal class practices. Students should expect to be observed at any time. The supervisor will make an anecdotal record of each observation. Copies will be given to the student and the cooperating teacher.

The cooperating teacher will observe and anecdotally record the student's performance at least once a week. Copies of this observation record will be given to the student and the supervisor. It is expected that communication and feedback between student and cooperating teacher will be continuous and not limited solely to discussion of this formal observation report. The cooperating teacher and student may choose to have this weekly report summarize the main points of the preceding week's communications.

Section IV

Student Responsibilities and Supervision Guidelines

Time-Line

Prior to Student Teaching	Week 1	Week 2	Week 3	Week 4	Week 5
Date: _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____
	Management Seminar		Planning Seminar		
Bursar's Receipt TB Test Registration materials	Initial Conference Competency plans for #11, 12 & 13 completed Floor plan Daily Schedule Notebooks ready				Mid-Term Conference

Time-Line
(continued)

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____
School Law Seminar		Evaluation Seminar		Seminar on Locating a Teaching Position	

Mid-Term Conference				Final Conference	Final Conference All materials and plans turned in to supervisor

Section IV

Student Responsibilities and Supervision Guidelines

Supervision Guidelines

The early childhood supervisor will be responsible for supervising both placements for each student. This is done in an effort to maintain continuity of supervision and feedback for the student, and to monitor effectively the student's workload for the student teaching experience.

The supervisor will be responsible for the following:

1. Conduct orientation seminar the first day of the term.
2. Conduct seminars for the early childhood student teachers.
3. Provide in-service meetings with school personnel when needed.
4. Observe each student a minimum of once a week in each of the student's placements.
5. Confer with the cooperating teachers each week.
6. Confer with the student teachers each week.
7. Maintain a written record of every observation and conference.
8. Maintain a weekly log of all observations, conferences, etc., for entire supervision load.
9. Arrange three conferences for each student for competency selection and evaluation. The supervisor, student, and cooperating teacher will be present at each of these conferences. Conferences will be held at each placement site.

A. Initial Conference

Held for the purpose of selecting the competency criterion appropriate for the particular placement.

B. Mid-Term Conferences

Held the fifth, or sixth week of the term for the purpose of evaluating student's progress in relation to the competency criterion for each placement.

C. Final Conference

Held for the purpose of evaluating the student's work in the last weeks of the term when the student will have major responsibility in the daily program. Evaluation will be reported in terms of the competency criterion selected for each placement.

10. Records to be completed and submitted by supervisor at end of term.
- A. Cooperating teacher's placement recommendation
 - B. Supervisor's placement recommendation
 - C. Weekly supervision log
 - D. Individual folder for each student teacher
 - 1. Written records of observations and conferences (trip-sheets)
 - 2. Cumulative schedule forms
 - 3. Anecdotal records
 - 4. Mid-term and final competency analysis records (cooperating teacher's copy)

Appendix D

Contains resumes of participants and
is not available from EDRS